

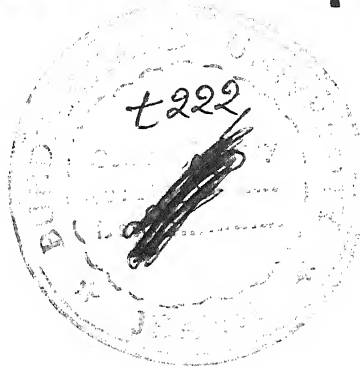
**The Impact of Adjustment and Self Concept  
on  
Achievement Motivation  
of  
Adolescents**

*A Thesis*

Submitted for the degree of  
**DOCTOR of PHILOSOPHY in EDUCATION**

From  
**Bundelkhand University**

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SUPERVISOR'S CERTIFICATE

It is a great pleasure to certify that the Ph.D. Thesis in hand titled " The impact of Adjustment and Self-Concept on Achievement Motivation of Adolescents " submitted by Sri Rajendra Nath Sharma for the Degree of Ph.D. in Education from Bundelkhand University , Jhansi , is his own work and has been carried out under my careful supervision and guidance. He spent with me the time as required by the statutes of the University , for research and guidance purpose. The thesis is his original contribution and is fit for submission for Ph.D. Degree in Education.

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**Dedicated to  
The Departed  
Soul  
Pt. Balabhyasi Sharma  
And  
Mother Saraswati Devi.**

## A C K N O W L E D G E M E N T

The present work has been completed under the kind hearted guide , Dr. Devki Tewari, at present Professor of Education , Lucknow University, Lucknow.

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I am hesitating in presenting the thesis in feet of the pious departed soul, fortunately my father, My God, my teacher, Late Pt. Balabhyasi ; Sharma , devotee of ~~his~~ <sup>future</sup> duty creator of ~~films~~ of member of wandering persons, attached with number of institutions, a freedom fighter, who always encouraged me in the time of my downfall.

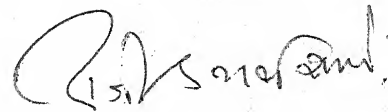
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According to Robert, W. Pyle - The goals of educational researches are determined by the needs of the society which supports the educational programme. In totalitarian state these needs are more state centred than an individual centred. In the democratic state the emphasis is laid on individual, the needs of the social group of which he is a part and the needs of the state to have persons able to carry on the proper functions of the government as well as to meet its demands for trained man-power. In some ways, both systems have similar needs, but the way of meeting these needs can be and often is quite different. It is our purpose to consider educational researches as they apply to the democratic state.

On salient feature of the democratic system is the value placed upon the individual. He is not an expendible ~~place~~ of goods, but rather something of greater value. He deserves a dignity and a SELF ESTEEM that makes it important to provide him a better member of society of which he is a part.

If he is to become a respected member of the community, he will have to be able to participate actively as an informed and responsible citizen in solving the social, economic and political problems of his community, state, nation and world.

The individual in order to be a competent member of the society must also develop his own special talents to the height of possible level. It is a necessary goal of education in democracy to provide the individual with the type of education that will make him as effective as he can. In this way each person or to say child has his own peculiar Need Achievement to fulfil and it is a responsibility of the elders to assess this factor of Need Achievement and provide with proper care to feed and develop its effect. Also it is of the same importance to observe the effects of different psychological factors such as Self - concept Adjustment etc. upon the Need Achievement.

Adolescence is a quite favourable period by the educational point of view and it is quite unfortunate on the part of the psychologists, educationists, socialists and statesman that the problems, needs and nature of adolescents <sup>not</sup> be understood very clearly for diversing the ways and means for introducing reforms in the field of education of adolescents. If the needs, interests and nature of the adolescents are not understood openly, the efforts of changing the patterns, system and introducing the new devices will bear no fruits.

There it becomes the foremost duty of a researcher that it should have a keen watch upon the fertility of the outcomes of the researches. Regarding this view as the all round development of the individual so to become fruitful members in



the coming future, the problems of the adolescents must be studied thoroughly.

The different periods of a man's life have different needs and problems. The childhood wants the affection and attraction of the environment in toto, the adolescence wants a separate and secret life to some extent. The young tries to attract the opposites and demonstrate the powers in himself. The more developed or to say adults try to face and fight the problems. The old one's again want the nourishment and a look often like children with a constant touch with the rest of the members of the family while he is on and often overlooked by the others as a waste piece of society.

Therefore we have selected the most delicate and crucial stage of life i.e. adolescence which is just like an edge of knife, which is not being utilised cautiously may leave a dangerous cut on the hands of the society.

#### SELF CONCEPT -

Self concept is referred to as the 'dare' or 'centre gravity' of the personality pattern. " It is the key line of the personality."

Miller has pointed out that each living system contains an executive or administrative system. He describes 'self' a decisive system which receives information from all parts of system and from the environment. <sup>With</sup> ~~When~~ the self-concept the individual comes to perceive himself as an active

agent in determining his own behaviour. The individual gradually builds up an inner cognitive map or frame reference which provides him with a meaningful picture of himself and about his world's key elements.

According to James, " a person's self is the sum total of all that he can call 'his' ," In recent decades , what a person can call 'his' has been spelt out in more definitive and specific terms. It has been referred to as his " attitude towards self " , as " an organised configuration of perception beliefs, feelings, attitudes and values which the individual views as part or characteristic of himself," as " those organizations of qualities, the individual attributes to himself " and as a system of central meaning he has about himself and his relation to the world about him."

The child learns to think and feel about himself as defined by others. He develops an image of self as the chief actor in his private world."

This image develops primarily from the way, the parents , the teacher sound other significant persons describe , punish , praise or love him.

Raimy showed how the self concept serves as an executive, in that it represents for the individual a way to make a variety of decisions with some consistency.

Margaret Mead considers the self a ' social structure deriving from a social experience . For her, the individual child experiences himself from the reflected views of the group.

The self concept serves to integrate and differentiate variety of learning experiences. Much of the individuals behaviour is an attempt to maintain the consistency of his Self-Concept. The self then is developed the child's interaction with people and his total environment. To a great extent it is shaped during infancy and early childhood. As the child experiences life situations his continual evaluation facilitates adjustment. The self permits the child to interpret, to act, to adjust, to do more than merely respond to a specific stimulus. The self permits the child to make decisions to personalize his reactions.

Scott (1984) also deduced in his study that parental feedback and home environment were significantly related to self-concept. Jersild has explained that "self concept is a composite of a person's thought and feelings , strivings and hopes , fears and fantasy, his view of what he is, , what he has been, what he might become and his attitude pertaining to his worth."

Self is experienced as the very care of our existence. Its existence and enhancement become matter of very special concern. Thus we strive to maintain our existing frame

reference and protect our self concept from devaluation. We tend to resist dissonant information and relish one that raises our feelings of personal worth or adequacy. In the case of failure or other sources of self devaluation we are quick to call on realisation and other defensive mechanisms to protect ourselves from hurt and maintain our feeling of adequacy and worth.

The information we receive from our internal and external environment is evaluated, integrated and stored with reference to its perceived significance of self and its usefulness to us in the pursuit our goal. When a new demand is made on us, the typical adjustive sequence appears to fulfil that demand.

By and large self concept is an acquired characteristic .

Ram Kumar says that " there is an agreement that the concept of self are learned concepts and that no individual is equipped with a " set of birth."

Backman also holds this opinion that self is acquired from the views that other persons have towards and individual and from his activity in construction of their views."

Ausebel indicates that the development of the ego

comes from the continual interaction of social experience and the already existent personality structure mediated by perceptual responses.

Self concept is a motivating force in his behaviour whether his self concept is stable or unstable .

A stable self concept is one in which the person sees himself in the same way most of the time.

Only if that self concept is favourable the person will accept himself, if it is unfavourable , it will naturally lead to self - rejection.

An unstable self concept , in which the person sees himself favourably at some time and unfavourably at the other , fails to give a clear picture of what he really is , he is ambivalent about himself tomorrow. If the person is to develop habit of self - acceptance , he ~~is~~ must see himself in a favourable light often enough to reinforce the favourable self - concept so that self acceptances will become habitual .

As the self concept is the dominant element in the personality pattern, it governs the individual's characteristics reactions to people and situations and determines the quality of his behaviour.

Self concept is essential for good mental health.



Strong relationship between the two has been discovered by many educationists - (Denton Weightman 1974, Oheary 1977 and Frye 1977.

Those with high stable self concept have high level of self - esteem." They are free from the feeling of inferiority and nervousness, they see themselves as they believe others, they are better liked by the groups, they have more friends and are more active socially , they show less evidence of competency behaviour, such as withdrawn or shyness and they make better adjustment than those who have unstable self concept. Poor self concept of himself may sometimes lead to <sup>juvenile</sup> ~~juvenile~~ delinquency.

#### Self - Concept and Adjustment.

Self - concept is closely related with adjustment. The individual who has negative feeling towards others and this results in poor adjustment. Those whose concepts of self are unstable make poor social adjustment and show such qualities as negativism, introversion, hyperactivity, dominance seeking and other forms of problem behaviour (Facquir 1940, Banister 1945, Evan 1947, Caier 1952) Goswami 1977 studied the relationship between self concept and adjustment. He found that a good self concept depends on good adjustment and vice versa.

Personal and social adjustments are greatly

influenced by the degree of stability of self concept. A stable self concept even a negative one gives the person a feeling of personal security.

By encouraging the person to act in a predictable manner, stable self concept helps others to know what to expect of him. This is well illustrated in the reaction of young people from deprived environments. Those with stable self concept largely positive in nature can be counted on to behave in a socially approved manner inspite of environmental temptations to engage the delinquent behaviour. They are insulated against delinquency. On the other hand those whose relatively stable self concepts are characterised by negative attitude towards self can be spotted as potential delegates even before this behaviour becomes antisocial.

Unstable self concept leads to poor personal and social adjustments. A person who has desperate self concept is never sure which is the real 'me'. His constant behaviour ~~view~~ gives him little ego satisfaction, it is so unpredictable that it antagonizes other ~~other~~ and endangers unfavourable attitudes towards parents, teachers and peers. These attitudes add to instability of his self concept and the deterioration in his personal and social adjustment.

The adolescent who for a reasonable ideal image



of himself and then achieves it in real life can accept himself in the sense that he 'likes' himself and feels that others find likable qualities in him. As a result , he makes better personal and social adjustments than those ~~the~~ adolescents whose ideal self image is so unrealistic that he falls far short of it. This causes him to dislike himself and to behave in such a way that it is hard for others to like or to accept him.

Self acceptance leads to behaviour which makes others like and accept him. Self-rejection leads to behaviour that makes other dislike and reject him. It is thus apparent that self acceptance and self-rejection would become self-perpetuating . With this having happened adjustive and mal-adjustive behaviour like wise become self-perpetuating . Thus his attitude towards himself will determine to a large extent how happy or unhappy the adolescents will be.

Comb (1964) has rightly observed that thousands of people in our society are victims of their own self concept seeming themselves inadequate, they perform inadequately . Those who have poor self concepts show poor achievement. Self concept is of so up ignitious significance in the personality of a man that it has been studied in relation to a member of variables. Lewis (1971), Sidwai (1971), Laryee (1971), Knopzek (1972), Miutz (1975) found a positive and significant correlation between self concept and achievement.

Aitimimi Salme and Rajib (1975) studied self concept of young children with working and non-working mothers. It was concluded that absence of mother in home can't be a single factor directly affecting the self concept of the child but that other factors affecting the mother - child relationship are very important. Benninga Jacques Spencer (1979) studied the relation of self concept, sex and intelligence to moral judgement in young children. It was concluded that when self concept, sex and intelligence were evaluated for effectiveness in prediction of moral judgement, none of the independent variables examined separately or in continuation was a statistically significant predictor. Tewari, Kiran, Navi (1979) studied that social class have more self esteem. Results indicated that male adolescents belonging to high social or low social class have more self - esteem in comparison to female adolescents of the same social class.

Eugens studied the relationship of self concept to sociometric status, anxiety and academic achievement among middle school students. Result indicated positive relationship between self concept and peer - acceptance and achievement as well as negative relationship between self concept and anxiety. Patrick (1983) studied the self concept of black children from the countries. The result demonstrated that the factors of sociometric position and the conditions in a society are

important in terms of their influence on an individual's self concept. Widlack-talter (1983) studied a longitudinal study of elementary school children's academic achievement, self - concept and attitude towards school. The first grade result showed that the greatest reading achievement for high ability to black girls, the most positive self concept for high ability white and the most favourable attitude towards school for black children. Kathryn (1984) studied the relationship among students self-concept, level of anxiety and attitude towards school. The findings indicated statistically significant relationship among the variables used in measuring the students self-concept, level of anxiety and attitude towards school.

The related literature shows that the self-concept is related to other variables as anxiety, socio-metric status , sex and achievement.

Study of self concept is important not only for the psychologists but also for the teacher and guidance personnel. The main concern of the psychologists and educationists is to study the development of self, its differentiation from social world outside and its role in the personality dynamics. He is interested in formulating theories of the self and self-concept. But educationists are more seriously concerned with the study of the self - concept as

input, through-out and output in the process of education of a child and adolescents. He is also interested in studying its role in interpersonal relations and adjustment.

The idea of self concept originally was proposed by Lecky and adopted by Rogers as the key stone of his system of non directive counselling . The concept is of major importance in education particularly in the more personal aspects of motivation attitudes, character formation and adjustment which , in the final analysis, are the foundation upon which school and out of school success must ultimately rest.

The self-concept is best conceived as a system of attitudes towards one self. Just as a person, as a result of experiences forms attitudes which he organizes into a self consistent system and defends against attack even to the point of disregarding or falsifying the evidence, so the person, also as a result of his experience, forms attitude towards himself.

" A person's self-concept is the sum total of all that he can call his. The self includes among other things , a system of ideas, attitudes, values and commitments . It is the distinctive centre of experience and significance.

Education draws out and develops individual's potentials capacities to act purposefully, to think and to deal effectively work his environment education realizes. The self-esteem checks its random developments. Self-esteem is the 'pivot' around which the personality of an individual develops. Any emotional tension which hurts individuals self-esteem generates some type of abnormal behaviour in him realising the importance of self-esteem and self-actualisation at developmental stage and afterwards in the harmonious development to one's personality.

" The self constitutes a person's inner world as distinguished from the outer world consisting of all other people and things. "

Self-concept is the way one sees himself. The set of characteristics he associates with himself irrespective of particular environment in which he may be at a given moment. An individual of self-concept is a set of inferences drawn from self-observations in many different situations. These influences are descriptions of his characteristic behaviour patten."

According to Jersild, the self-concept is " a composite of thoughts and feelings which constitutes a person's awareness of his individual existence, his perception of what he has , his conception of who is he and his feelings about

his characteristics , qualities and properties."

Two configurational aspects of self feeling comprised of the positive and negative self regarding attitudes are self acceptance and self-rejection.

Thus it is obvious that self concept has been the main target of controversy among philosophers and social Scientists ( Rychlock J.F. 1976, Michel, W., 1976, Wylie, R.C., 1961). In psychoanalytic literature theorists have not only used the 'self concept', but they have also subdivided self-concept in various ways; the 'real self' and the 'idealised self' (Roger's 1951) , the 'true self' and the 'false self' (Winicott, 1965) THREE TYPES of objectives selves the I, 'the me' and self as place (Schafer, 1976 ), Self-systems (Sullivan, 1953), the linguistic self system (Becker, 1971) .

#### Factors Influencing Self Concept and Adjustment

##### During Adolescence

There are certain factors that have marked influence on the adolescents 'self self concept, because they are mainly persistent, they account to a major extent, for the persistence of the personality pattern.

The different treatment given to early and late matures results in different self-concepts and different pattern



of social behaviour in the two groups . Early matures who are treated as near adults, develop favourable self concepts and as a result , make good adjustments. Late matures by contract are treated more like children and this influences unfavourably their self concepts, leading to mal-adjusted behaviour.

The older adolescent is better able to judge from the way he is treated how other feel about him. When he believes that their concept of his is favourable, this effects his concept of himself and makes it possible for him to accept himself as he is, thus laying the foundations for good personal and social adjustments and for happiness.

The adolescent who believes that others have a poor self concept of him will develop an unfavourable self-concept .

#### Factors of Good Adjustment and role of Self - Concept.

There are three essential requirements that must be fulfilled for good adjustment-

First, he must have a realistic assessment of himself and of his strengths and weaknesses. A marked discrepancy between what he knows, he is and his ego ideal will lead to anxiety and uneasiness. These in turn will lead to defensive mechanisms in which the adolescent may



may try to devalue the source that he has led to his poor self concepts he may realize , he may reject the unfavourable evaluation of himself or he may under react in the sense that he misperceives another view of him.

Second he must have a stable self-concept. Usually the self concept is unstable during puberty and the early years of adolescence.

An adolescence with a stable self-concept has a higher level of self-esteem and fewer feelings of inadequacy and he shows fewer evidences of compensatory behaviour of a defensive sort. By contrast the adolescent with an unstable self-concept shows such qualities as negativism , introversion , dominance seeking, hyper activity and other forms of problem behaviour.

Third , he must have self-acceptance . In other words , he must having considered his personal characteristics, be able and willing to live with them. The adolescents who likes himself has both a realistic and stable self concept. When he does not like what he sees, he develops a self-rejectant attitude and this militates against a strong motivation to improve himself so that he will be able to be more self-acceptance.

### Achievement Motivation:

Psychologists as well as educationists have always been taking keen interest in the study of human motivation , but the lack of adequate methods for measuring it and its impact on a need achievement has seriously hampered the development of scientific and systematic knowledge of the subject . Mollai (1958) pointed out this difficulty as "complex". Theories of motivation from Freud to Hull are plentiful since they can spring full blown from the creative fancies of their authors, unchecked by precise measurement at the human level. For the achievement of a valid psychology of social behaviour of all forms, motivation is fundamental part of psychologist's effort" In many forms, the concept of motivation has been taken . It appears in our folklore , in our traditions and customs, in our philosophical systems and in our more recent science of behaviour (Balles, 1967) , Motivation is a hypothetical cause of behaviour with the publication of McClelland, Atkinson Clark and Lowell's ' The Achievement Motivation' a theory of emerged , in which , on the basis of experimental and correlational studies , the construct validity of one motive , e.g. need for achievement ( n-ach) has been established. Need for achievement is a wish to do well. McClelland et al refer n-ach as a latent disposition to strive for a particular goal or aim in life which has a concern for

excellence and involves selectivity and persistence towards a particular goal (Christian, 1979). Achievement motivation may be defined as a disposition to approach success (Atkinson, Garner, Lindzey and Goldberg) ; as a striving to increase or keep as high as possible one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can either succeed or fail ' . (Heckhausen, 1964, 1967); characterized by ambition , enjoyment of competitive situations, a strong desire to work at tasks independently, eagerness to attack and solve problems and a preference for ventures involving a moderate amount of risk (Lindgren and Byrarrane, 1971). A strong achievement motive may cause elevation and a weak one depression (Kureshi et al, 1978) .

Actually Murray (1938) originated the term 'n-ach' in motivation coding for standard TAT protocol analysis . Edward (1954) has taken Murray's need description to construct a self - descriptive statements. ' N-ach construct as a set' described solely by McClland and his associates. ' Achievement motivation refers to the behaviour of an individual who strives to accomplish something , to do his best, to excel others in performance . This involves competition with a particular standard of the excellence of performance' (Kundu 1977). Thus achievement motivation is concerned to

complete and to strive for success and closely related to a universal tendency of man, to strive , to excel and succeed to win and go ahead of others.

Edward .J. Murray. Motivation and Emotion (P. 99)

The achievement motive has been extensively studied by David. C. McClland and his associate. The method of investigating achievement motivation is a extension of Murray's TAT approach.

Achievement was defined by McClland as performing in terms of a standard of excellent or simply, as a desire to be successful.

Does the achievement motive facilitate learning and performance ? Recall that this is one of the key definitions of a motive. Actually quite a few studies have demonstrated that individuals with a high achievement motive will learn and perform responses faster and better than those with a low achievement motive. It should not be concluded however that individuals with high achievement motivation will automatically do better on any and all tasks. They may not excel on boaring and routine tasks where there is no challenge. It is necessary that their sense of achievement be engaged. This need is shown quite clearly in a study by Elizabeth G. French.

The results of French's experiment show that under the relaxed conditions there was no appreciable difference between the high and low achievement subjects. The high achievers were not challenged. Under the task oriented conditions however, when the questions of intelligence and career were raised, the high achievers did get involved and performed better. Perhaps the most interesting finding turned up under the intrinsic prizes and so forth. They do best when they get some achievement satisfaction from doing a task well in relation to some standard of excellence.

What are these high - achieving people like in other ways? They tend to have self-confidence to like individual responsibility and to prefer concrete knowledge of the results of their work. They get good grades. They are active in college and community activities, choose experts rather than friends as working partners and are resistant to outside social pressure. They enjoy taking moderate risks in situations that depend on their ability and not when it comes to pure chance situations such as horse-race betting.

In general high achieving individuals seem to have many of the characteristics of the hard headed ambitious business man. It is not surprising that they prefer occupations like stock broker or factory manager. The relationship led



McClland to believe that entrepreneurs, the organisers, risk takers and economic builders of the world are primarily motivated by the desire for achievement.

The achievement motive is the inclination of an individual to be concerned with , to plan , and to endeavour for the successful aquisition of some standard of excellence . . In circumstances where the performance has to be appraised positively or negatively, this standard of excellence may consist of one or more of the alternatives, such as competition with others, surpassing one's own previous level of performance, unique accomplishments and for long-term involvement in a profession.

Eversince McClland (1953) turned from the Laboratory to the analysis of economic development and the role of achievement motivation in stimulating social growth. The achievement motive has aroused wide spread interest among psychologists leading to a plathora of studies all over the world. A number of psychologists have come to the conclusion that in Indian society especially in its backward segment achievement motive is low. Naturally, it is assumed that the socio cultural-ethos of the backward societies must not be congenial for healthy growth of achievement motive.

The concept of motivation has been propounded

by psychologists to explain the dynamics of these behavioural properties. The current conception of human motivation derives its origin from the classic work of Murray (1938).

Achievement motive has been conceptualized as individual's orientation to eager for conduction of activities in those situations where the performance has to be evaluated. As a motive force it functions in the form of a relative stable characteristic of personality, after the period of early socialization during which it develops (Atkinson , 1958).

In any society we find individuals who set high standard for themselves , work very hard to achieve them and respond with considerable feeling to their success or failure in meeting those standards. At the other hand, there are individuals who set very low standards, make little effort, have little concern about their accomplishment and remain indifferent. Obviously these two types of individuals have different degrees of achievement -motive, which in turn has different behavioural consequences. On the basis of a considerable amount of empirical evidence, Atkinson formulated a theory of achievement Motivation in 1957. According to him , the theory of achievement motivation attempts to account for the determinants of the direction , magnitude, and

persistence of behaviour in a limited but very important domain of human activities. It applies only to those situations where the individual knows that his performance will be evaluated by himself or others in terms of some standard of excellence and that the consequence of his action will be either a favourable evaluation (success or a unfavourable evaluation failure) . It is , in other words a theory achievement oriented performance (Atkinson 1957).

Theory of Achievement Motivation - The theory has undergone extensive modifications in the last two decades. Atkinson (1966) has added some corrections. Raynor (1969) , Raynor and Atkinson (1974) have proposed major revisions . However the original theoretical formulation of n-ach has drawn inspiration from earlier work of Lewin et al.(1944) Tolman (1955) Rotter (1954) and Edwards (1954, 1955). The theory is basically woven around three types of variables i.e. (a) motives of achieve success ( $M_s$ ) and to avoid failure ( $M_{af}$ ): b-subjective probability of success ( $P_s$ ) and of failure ( $p_f$ ) , and (c) incentive values of success( $I_s$ ) and failure  $I_f$ ). All types of achievement oriented behaviour are interpreted as multi as multiplicative and summative functions of these variables. Following Revelle and Michals (1976) the theory of n-Ach can be stated with the help of the following postulates:-

Postulate- 1

The tendency to engage in an achievement oriented

activity (Ts) is a multiplicative function of the motive to approach success (Ms) of the incentive value of success in that activity (Ts) and of the subjective probability of successfully completing the activity  $Ps = Ms \times Is \times Ps$

#### Postulate - 2

The incentive value of an achievement task is equal to the complement of the probability of success. Thus, the incentive value of an achievement task is equal to the failure on that task.  $Ts = Pf = 1 - Ps$  .

#### Postulated - 3

The tendency to avoid engaging in a task that might result in failure (Taf) is a multiplicative function of the strength of the motive to avoid failure (Maf) , of the (negative) incentive value of failure (If) and of the probability of failure (pf)

$$Taf = Maf \times If \times Pf$$

#### Postulate -4

The resultant tendency (Tr) to engage in an achievement task is the algebraic sum of the tendency to avoid engaging an a task that might result in failure and of other extensive motivational tendencies (Text) :

$$Tr = Ts + Taf + Text$$

There are two important implications of this postulate:

- (a) The tendency to engage in an achievement oriented activity should be a ~~curvilinear~~ linear function of the difficulty of the task and
- (b) This function should be an inverted U for (approach motivated) individuals with Ms, Maf and should be U shaped for (avoidance motivated) individuals with Ms. Maf in consonance with these implications earlier studies supported the prediction of maximum achievement motivation. However contradictory results have been found by Heckhausen (1968) and more recently by Hamilton (1974). They have reported a peak between 3 and 4 can be accounted for it postulate 2 in modified to the form  $Is \pm .7 - Ps$  or if there is nonlinear, concave relationship between Ps and Ts. As a result Raynor (1969) has proposed some revision which is reported in postulate 6.

#### Postulate - 6

The motivation induced by an ultimate goal (T<sub>rm</sub>) is the sum of the motivations induced by each separate subgoal. Atkinson and Cartwright (1964) and Weiner (1965) tentatively proposed a modification of the theory with regard to inertial tendency postulate.

Researches in the area of achievement motivation have apply demonstrated that this motive plays a crucial role in individual and group behaviours in a wide variety of



situations . It will not be out of place to describe some of the major findings in this area . Maclelland (1965) has found that n-ach predisposes people to seek entrepreneurial jobs. In a subsequent study , Andrews (1967) found evidence which confirms this finding. Similar results have been reported by Wainer and Rubin (1967) Rogers and Neil (1966) found that agricultural innovation is positively selected to achievement motive. .... It has been shown that upward social mobility (Cockett 1962; Veroff 1965) Litwin 1966, Stacey 1969) and high degree of failure perspective (Agrawal 1975) are positively related to achievement motivation .

It has been repeatedly found that persons scoring low in n-Ach, lack confidence in themselves and are more anxious about failure than they are interested about success. Wener and Kukla (1970) have suggested that high n-Ach persons are attracted to medium task, because they want to know regarding their abilities. On the other hand persons scoring high in n-Ach prefer tasks which provide information regarding their environment. Malion (1960) has found that realism in vocational aspiration is positively related to strength of n-Ach. In Indian setting Sharma (1965) has also reported similar results.

In fact ' n-Ach relates to accomplishment mastering , manipulating and organizing the physical and social environment , overcoming obstacles and maintaining high standards of

work , completing through striving to excel one's previous performance, as well as revalling and surpassing others, and the like (Liudgran, 1973 p.105). Individuals high in n-Ach are more likely to approach achievement related activities than those low in this motivational disposition, because they tend to ascribe success to themselves and hence experience greater reward for goal attainment; It has also been observed that persons high in n-Ach persist longer, given failure, than those low in motivational tendencies because they are more likely to ascribe the failure to lack in efforts and less likely to attribute failure to a deficiency in ability . Also individuals high in n-Ach choose tasks of intermediate difficulty with greater frequency than individuals low in n-Ach because performance at those tasks is more likely to yield information about one's capabilities than selection of tasks which are very easy or extremely difficult . Thus it can be easily disconcerned that n-Ach assumes a decisive status in organisation of human behaviour.

It is obvious that the n-Ach is a characteristic which has to be considered as an integral part of an individual's personality make. Like all other personality characteristics this motive is also characterized with considerable degree of individual differences. Now some important questions can be posed. How doesn-Ach originate and

how does it develop ? What are the factors that accelerate or retard its origin and growth ? The fair question have also to be answered while carrying the present research. Likewise efforts have been tried to bring to the surface of this research work.

**TITLE : "THE IMPACT OF SELF CONCEPT AND ADJUSTMENT ON ACHIEVEMENT MOTIVATION OF ADOLESCENTS."**

In this study three variables have been considered viz. Adjustment, Self concept and Achievement motivation , Of the three variables Adjustment and Self concept are independent variable while dependent variable is achievement motivation.

**AIMS & OBJECTIVES :-**

The main aims of the present study are as below -

1. To find the impact of Adjustment on the achievement motivation of the adolescents.
2. To find the impact of self concept on the achievement motivation of the adolescents.
3. To find the relationship between adjustment and self concept .

HYPOTHESIS :-

In the light of the above mentioned aims and objectives the following hypothesis has been concluded by the researcher -

- (1) There is not any significant effect between adjustment and need achievement of adjustments.
- (2) There is not any significant effect between self concept and need achievement of adolescents.
- (3) There is not any significant relationship between the self concept and adjustment of adolescents.

To make the work easily understandable the researcher has made the hypothesis as is obvious that null hypothesis is the best hypothesis in the research for not being prejudiced on either side, whether the results are positive or negative. So the null hypothesis has been prepared to test the results.

DELIMITATIONS OF THE STUDY:-

The population for the study was delimited in terms of field. The study was confined to the adolescents of 14 to 16 years of age of different Intermediate Colleges of District Jalaun. District Jalaun falls within the region of Bundelkhand, one of the backward regions of Uttar Pradesh which is lagging in educational developments and natural resources as well. It has got its own type of culture which is totally based on old traditions and customs.

## CHAPTER 2 REVIEW OF RELATED LITERATURE

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A survey of the related literature is a crucial aspect of planning of the study. The studies which have helped the researcher in planning, defining and delimiting the problem stimulated to devise the hypothesis and provided a comparative data on the basis of which to evaluate and interpret the significance of its findings and special mentions. This chapter presents in detail a few researches related with the present problem to establish the need of carrying out the present piece of research.

The present chapter has been divided into the following sections -

Section A : Adjustment and Achievement Motivation.

Section B : Self Concept and Achievement Motivation .

Section C : Adjustment and Self Concept.

### SECTION - A : ADJUSTMENT AND ACHIEVEMENT MOTIVATION.

- De. and Priya (1955-64) administered a Sentence Completion Test on 140 P.G. students of Science, Arts and Commerce Faculties. Besides their achievement scores, ordinal positions,



economic status and parent's education were also obtained through a personal information Blank.

Concluded that students of those faculties differed significantly with each other on the measures of achievement motivation. Presence of a significant relationship between achievement motivation scores on the one hand, and birth order, high and low economic status and high and low educational level on the other.

Singh and Harbaksh (1957) concluded in a study that analysis of variance had a significant interaction between level of anxiety and experimental conditions both for achievement and level of aspiration. The high anxiety group had significantly better achievement and significantly higher level of aspiration in comparison with the low anxiety group institutions where anxiety arousing cues were minimum and when no evaluative or comparative reference was made to achievement. The measures of anxiety and need for achievement were both significantly related to achievement and level of aspiration, but no meaningful relationship was found between them.

Singh (1961) revealed in a study that the highest percentage of the students were troubled by problems concerning morals and religion. The problem areas in the descending order of the percentage were Morals and Religion. Adjustment to

school work , future educational and Vocational Adjustment, Socially and Recreational adjustment , Finance, living conditions and employment , courtship, sex and marriage, and Home and Family, and it was also revealed that the highest percentage of problems troubled most by a problem. The study revealed that 99 % of student desired to discuss their personal problems with someone who might give them his best advice. Rao (1964) selected a sample of 305 male undergraduate students ( 89 over, 125 under and 96 normal, achievers) in the age group of 18-21 yrs.

Money problem check list in the modified form was used. Not a single student , the under-achiever ever mentioned the lack of ability or intelligence as an academic problem confronting him on the MPCL.

Mehta, Kumar & Sharma and Kanadal (1967) concluded in a study that the mean n-Ach score was little higher though not significant than that of German boys. It was lower than the n-Ach shown by the boys in Brazil and considerably lower than that shown by Japanese boys. The mean n-Ach scores for schools high in both A.S. and SES ranged from 6.45 to 9.67, for schools with middle SES and low A.S. , it ranged from 4.13 to 10.31 . The location of the schools (urban or rural) did not produce any significant difference in the n-Ach levels of the pupils.

Parmeshwaran (1967) selected a study of 238 H.S. and college boys of Madras state as sample. 65 of them were 14 yrs old, 85 belonged to 15 yrs of age group and 80 of them were 16 yrs old. No significant age difference was seen in adjustment to any of the three aspects of college or school life. Subjects from low income group, some of uneducated parents and urban boys showed significantly greater adjustment than subjects from high income group, some of university graduates and rural boys. Adolescents who showed a favourable attitude towards religion were better adjusted.

Mehta (1967) concluded in a study that the working class boys tended to show a higher level of n-Ach than the lower middle class boys. The n-Ach sub-categories I and N were expressed in large number of stories. A significant low positive relationship was found between n-Ach and total school marks. The results were discussed in detail on the following aspects (i) n-Ach and school subjects (ii) n-Ach and performance in different schools (iii) n-Ach and Academic Achievement by school SES (iv) n-Ach and school performance by pupils of social class .

Lakshi (1967) administered a sample of 100 subjects from two of high schools with ages 13-14 years. Slot Maze with blind alley marked by numbers alongwith the styles . The experiment was conducted in two stages. The first stage consis-

ted of administering learning task to identify the extreme groups of subjects in their rate of learning. On the second stage there was no attempt to study the need for achievement of these two groups in order to compare and discover the nature of relationship between the rate of learning and achievement motive.

Fast learners had a higher n-Ach than the slow learners. Among the fast and slow learners, the relationship between the rate of learning number of traits and n-Ach was insignificant though positive.

Tamhankar (1968) concluded in a study that

- (1) The relaxed condition represents a significant lower level of achievement motivation than the neutral condition, but the arousal condition does not present higher degree of n-Achievement than the neutral condition.
- (2) Boys from middle class families have higher achievement motivational level than those of upper and lower classes
- (3) Parental occupation is related to some extent to motivational level
- (4) n-Achievement is positively and significantly related to aesthetic value
- (5) n-Achievement not relates to age and has low positive correlation with intelligence and academic performance.

Natraj (1968) selected a study of 300 college girls with a mean age of 18.3 yrs from two women's college of Mysore state 185 adjusted and 53 maladjusted students were identified through mandslay Medical Questionnaire: House , health social, economical and general adjustments were studied according to age and class .

All the four age groups (17 & 18, 19 & 20) indicated moderate house , health and social adjustments. Their economical and general adjustments were not satisfactory. The III yrs students were moderately adjusted. The II years students were unsatisfactorily - adjusted in in house. Social economic areas, the I yr. group and total group indicated unsatisfactory adjustment.

Joshi<sup>m</sup> , Singh and Saraswat (1968) found in a study of three clusters of problems among the students concluded that adolescents had comparatively more problems relating to finance, living and employment (FLE) social recreational activities , adjustment to social work (ASW), health and physical development (HPD) and personal psychological relations (PPR) , The/<sup>next</sup>cluster included, the areas of courtship, sex and marriage (SCM) social psychological relations (SPR) moral and religious and future vocational and educational (FVE) they posted moderate degree of severity. Least severe



problems were related to curriculum and teaching procedure (CTP) . The students have expressed a need for guidance in the school and have also expressed the total absence of such person in the school or at home who can guide them.

Mittal (1968) selected a study of 1100 students of class IX from higher secondary , and intermediate college in Meerut city. Mittal's adjustment inventory (High School form) and examination marks were used in this study.

Final analysis of the data was done on 755 students scores on the tests correlations were calculated for the study. Concluded a close relationship between adjustment and class attainments . By improving the quality of their adjustments , particularly home adjustments and school adjustments, better results in examinations are likely to be attained.

Natraj (1968) selected a study of 300 college girls with mean age of 18.3 years, studying in undergraduate classes were taken and 185 adjusted and 53 mal-adjusted students .Data analysis was done by critical ratios.

Age wise adjustment revealed that they had unsatisfactory emotional and general adjustment. Class wise adjustment revealed that the adjustment of all the groups except the final years (III yr.) students was unsatisfactory. The

adjusted and the maladjusted groups differed widely on Bells Adjustment Inventory. The difference was significant beyond 01 level .

Mehta, P. (1969) concluded in a study that (i) The n-Ach level of boys in Delhi is higher than in Madras (ii) The rural and urban High School boys show no difference in their n-Ach level (iii) The achievement related motive shows negative with n.Ach (iv) The rural boys showed higher score on achievement values but lower on MAF than the urban boys.

Ahluwalia & Sidhu (1969) selected a study of 260 adolescent girls of class IX drawn from 5 secondary schools of age around 15-18 from secondary school of Tehsil Moga of Ferozepur District , Punjab as sample. . All the girls checked the item that they wished themselves to be healthy and beautiful. All the 137 problems were checked by one or the other. They had maximum number of problems, In the area of health. Their opinions indicated that the personal problems affect their academic performance effectively . Emotional problems appeared to affect most of the academic achievement.

De & Khan , (1969) administered a sample of two groups each of 100 from Arts and Science students

aged 11. Mukerjee's achievement motivation test and Eysenck Personality Inventory were used . t- values were computed.

Science students were found to have significantly higher achievement motivation , than arts students. Arts students had higher extraversion and neuroticism scores (significant at 5% level).

Murlidharan and Venita (1970) administered Aronson's Graphic Expression test or 'the Doodle measure of n-Ach (1,8) on 42 five year old children, 21 boys and 21 girls belonging to the lower middle socio economic strata of Delhi city

Concluded that no relationship at all between the number of demands made by the mother and then Ach of the child (2) a tendency towards a c-----vilinear relationship between the ages at which the demands are made and the strength of n-Ach.

Rao (1970) administered the C.I.E. Group Intelligence Test , Kuppu Swami SES scale A study habits inventory, a tool based upon the likert technique of attitude scale construction and Jamia achievement test battery on a sample included about 500 boys studying in the VIII grade concluded when the effects of the other variables are not taken into account, there are apparently significant relationship between intelli-

gence and achievement , and between intelligence and socio-economic status. Study habits and school attitude are also significantly related with scholastic achievement.

Kakkar (1970) administered Large Thorndike Intelligence test on 125 pairs of fullundar suburban parents and their third , fourth , fifth , grade children . The total 214 children about 2/3rd of the children of these groups were represented in the sample.

Concluded that the significant differences between children in the small average and big groups (representing low, average and high inter parental differences) in IQ and in scholastic achievement. The differences which were found for boys and girls revealed due inverse relationship between inter parental differences and children's academic achievement.

De & Singh (1970) concluded in a study that persons with high academic motivation had better adjustment as revealed by the significant negative correlation (-.31) between the two. Family size was not related to academic motivation. The academic motivation appeared to be higher with increased number of siblings. The new multiple range test has proved that only the difference between groups having 3 and 8 siblings was significant

whereas the other 20 comparisons (as there are 7 groups of siblings ) were not significant. Birth order was not related to academic motivation.

Gokulnathan (1970) administered on 103 (70 boys and 63 girls) post graduate students as sample . Sentence ~~completion~~ completion test (STC) educational achievement score (by assigning a score for the class obtained in examination high and above ) and social class were used as instruments. concluded that achievement was negatively (but not significantly) correlated with social class and slightly positively with educational achievement. Educational achievement and social class were highly (.90) correlated . In case of boys , socio economic status was significantly correlated with educational achievement and father's occupation, but not in case of girls.

Chawala , 1970 administered on 301 male college students were taken as sample. Students were divided into 5 groups on the basis of marks obtained by each of them. Rottors incomplete sentences Blank was used . F-value and C-ratio were found out . Concluded that (1) Value was significant except for group I and III (6-20 and 21-40). In most groups achievement was related with adjustment .

Mittal (1970) concluded in a study that the converted S.D. units in maladjustment area of the inventory



have shown that lower economic level and semi urban character of population is responsible for children's maladjustment . Government and semi-Government schools do not contribute much to the maladjustment of the children. In respect of the three schools situated at the periphery Meerut only. Most of the students have problems at home like frequent manifestation of temper by their parents they feel their home atmosphere as restrictive and unconductives to healthy adjustment.

Badami and Badami (1972) concluded in a study that the achievers were significantly better adjusted in their families than the low achievers. The male students were significantly poor adjusted than the female students.

Dutt and Sabharwal (1973) showed in a study that the mean n-Ach level of Delhi pupils is quite high. The magnitude of the correlation between academic achievement and n-Ach is a significant positive correlation . The male students do not significantly differ from the female students.

Bal (1974) administered Jalota's verbal test of General Mental Ability for measuring intelligence and three sessional tests given by the teacher for the measure of academic achievement. On a sample of 213 students of

IX class age ranging between 14 to 16 yrs. concluded that relationship of popularity with academic achievement is spurious and the apparent relationship of the two variables is due to the potent relationship of intelligence with achievement, second there may be curvature in the relationship between popularity and academic achievement devoid of the influence of intelligence, third there is an excessive overlap between intelligence based on verbal tests and academic achievement.

Katiyar, P.C. (1974) concluded in a study that the sample was well adjusted in all the three areas of adjustment. Students in educational area were higher adjusted than in social area and lower adjusted than in emotional area.

Prakash (1977) concluded in a study that (1) there was significant difference in personality traits at different levels of socio-economic status (2) There are no significant difference in need achievement in adolescents between upper middle strata and lower middle strata (3) personality traits were (including self concept were found to be not related with need achievement at any level of socio-economic status.

Dixit and Pareek (1977) concluded in a study

that the Jains had higher n-Ach score while the Bohras had the lowest. Among various sex groups, Hindu girls were having higher score on n-Ach and Bohra boys and tribal boys scored the lowest. The 't' ratios revealed that Jains scored higher than Bohras and tribes significantly on their n-Ach scores but rest of the group did not differ significantly. It was also found that achievement motivation was not correlated with any variable of game behaviour. Although there was a negative trend in relationship of competitive the game behaviour and n-Ach.

Mishra and Tripathi (1978) selected a study on the basis of scores on Prolonged Deprivation Scale (PDS). Subjects were divided into high, middle and low deprivation categories and achievement affiliation, power approval motives alongwith state and trait anxiety were measured through verbal scales. Concluded that the low deprived group has significantly high degree of achievement and low degree of anxiety as compared to the high deprived group. On other motives the mean scores of low deprived group were higher than the mean scores of high deprived group. Though the differences were not significant. The correlation analysis of data showed a positive relationship. The results seem to support the view that growth needs emerge often satisfaction of lower order needs.

SECTION - B: SELF CONCEPT AND ACHIEVEMENT MOTIVATION .

Maslow (1954) in a study pointed out that the positive aspects of achievement value has a sense of attainment , self actualization or self fulfilment.

Mehta (1968) has explained the results of various survey in India . These results have immense implications for planning of social and other changes. The family planning community extension , public health and other such activities are likely to be benefitted by motivation development programmes. People with high n-Achievement and need autonomy exhibit a forward looking posture and top modern values of scientific enquiry and technology. Any programme of motivation development therefore must necessarily aim at change in certain value orientations.

Deo & Sharma (1970) performed a study of 700 Indian Adolescents as sample. Self-concept inventory , was used. A curvilinear relationship was found indicating that low achievement was associated with both self content and self rejection.

Dixon (1967) , Lee 1972, Marrison & Johnson (1973) , Jones & Strowing 1969 , Jones & Thomson , 1971, Jones & Griexeeke , 1970 , Bakean , 1971 selected a study to know

the relationship between self concept and scholastic achievement concluded that a strong positive relationship exists between measures of self concept and scholastic achievement.

Ryam (1974) conducted a study on the differential effects of co-educational and single sex school on sex actualization and academic achievement concluded that significant difference between self actualization levels of school sex and co-educational schools was found .

Vasantha (1975) concluded in a study that (1) The correlation coefficients between self concept and achievement , self concept and intelligence and intelligence and achievement were found to be statistically significant. (2) Differences in self concept were accompanied by differences in self concept and achievement . These differences on testing were found to be statistically significant. (3) High and low achievers drawn from the sample , could be differentiated on the basis of their self concept scores. The differences on testing were found to be statistically significant.

Krishna And Agrawala (1978) concluded in a study that high and low achievers did not differ in-anxiety scores but high achievers scored higher on self concept and academic motivation. Academic achievement tended to exhibit significant and positive association with self concept and academic moti-



vation.

Verma and Suri (1978) selected a study of 200 higher secondary school students (100 boys and 100 girls) as sample concluded that the F-ratio for main effects of sex-achievement, SES X achievement and Sex X achievement X SES were significant at .05 level of significance.

Verma and Suri (1978) in a study concluded that the F-ratio for main effects of sex, achievement, SES X achievement and X-achievement X SES were significant at .05 level of significance.

Saraswat and Gaur (1979) selected a study of a review article based on studies reported in Indian literature. Concluded that the relationship between self concept and academic achievement was positive. It was also noted that there was a significant relationship position of the subject in family and his self-concept score.

Srivastava, Saxena, Kapoor and Saxena (1979) Concluded that superior adjustment was found among rural boys than their urban counterparts. Urban girls scores were significantly higher than their rural counterparts. Findings suggest that child rearing factor must be considered in studying the adjustment problems of rural and urban adolescents.

Shavelson et al., (1976) , Wylie (1979) concluded in a study that there is positive correlation between self-concept and indices of academic achievement.

Savelson and Stuart (1981) Calryn and Kenny (1977) Scheirer and Kraut , 1979 , Avderson and Evers (1980) Spear & Deese 1973 revealed that self concept and achievement are related or positive self concept as a cause of achievement was traced out.

#### SECTION - C :      ADJUSTMENT AND SELF CONCEPT .

Deo, P. (1965) administered a sample of 352 males and 133 females . The subjects were divided into these sub-groups - Medical, Science , Arts & Law . The number of words giving statistically significant difference were four. Out of the four three words had larger frequencies for females viz. womanly, curious and considerate and only one mainly for males. The characteristics typical of the profession were seen more in the self concept of males rather than females. The adjectives preferred by male students had a more individual bias, like intelligent , attractive etc. . The female group showed a more social bias in their preference for adjectives in their self description. .

Deo, P. (1966) administered a test regarding omission and contradictions in the self concept of Punjab Engineering students. W score correlated negatively with O score and positively with C and C.S. score. The percentage of omissions ranged from 3.3 to 93.3 with a mean of 36.2. The mean of pair contradiction was found to be 10.3% and for C.S. . It was 53.6% Concluded that simple words within the daily experience of persons were elicited with consistency by the individuals (e.g. straight forward clever) and the difficult words which cannot be understood easily and do not occur in the day today experiences, were omitted or contradictions were exhibited by the individuals (e.g. scrupulous , unscrupulous ) .

Bhatnagar, K.P. (1966) administered a study and explored the effect of self concept and ego function on academic achievement, especially in terms of self acceptance and self rejection. Ego function, an important factor in personality , brings about adequate academic achievement when there is adequate integration of the personality. Thus a definite relationship is shown to exist between the ego function and scholastic performance. Several past studies were reviewed . Concluded that sense of responsibility, goodness, conscience and self assurance . The adequate functioning of the self and ego are considered important factor in contri-

-buting to overall success .

Basu , Banerjee Debab (1967) administered a test on male graduates studying at public, Calcutta, health institute as sample. Edward's Personal Preference Schedule (EPPS) and Choice Dilemmas Procedure Instrument (CDPI) were used. Ss were divided into high n-Ach and low n-Ach groups by using mean score as cutting point. A chi-square test applied for comparing the high and low n-Ach group in relation to the risk categories was found not significant.

Tiwari & Tewari (1968) concluded in a study that highly adjusted students had a stronger super ego , ego-strength and autonomy, while the highly and maladjusted revealed more extra punitiveness , high impulsiveness and mother fixation .

Shivappa (1969) selected a study of 200 pupils of standard X were as sample . Terminal marks of Sb were utilized to identify the groups of high achievers and low achievers, the Sb were asked to rate themselves in different components of the self concept inventory. A comparison of the components of the self concept (taken separately and added together) to high achievers and low achievers was made. The test was applied to find the significance of the difference between the self concept scores.

The high achievers tend to rate themselves high in self concept while the low achievers, low in self concept.

Bhatnagar, R.P. (1969) selected in a study of 1941 students of XIth class from 29 schools as sample. Jalota test of intelligence 485 was selected. It was divided into two groups of achievers and non-achievers on the basis of mean achievement score. It was a composite score derived achievement tests in four subjects. A 4136 item inventory measuring self concept on feeling of inadequacy self confidence, emotional stability, with drawing tendencies, aspiration, and achievement was developed. 't' test and phi-coefficient were calculated for achievers and non-achievers and various items of self concept 47 items differentiated the achievers from non-achievers significantly concluded that self concepts of under the feelings of inferiority and withdrawal was unstable as compared to achievers who saw themselves as achievement oriented, ambitions, important, capable and hopeful.

Sharma (1969) selected a study of 362 students (199 male & 163 female) class II randomly selected from 13 schools in Chandigarh. Sharma's self concept Inventory (SC-I) was administered on the group of 15-20. Scores for self were worked out and discrepancies between



percieoned and ideal self were found out . Concluded that significant differences were found between self and ideal self in both boys and girls. As for the 4 caste groups (Brahmin , Kshatriya, Vaishya and Scheduled castes) higher castes had higher scores on self and lower scores on ideal self, while vice versa was true for the lower castes.

Deo (1969) administered on 595 Punjab University students from the faculties of Arts , Engineering , Medicine , Law, Science and Arts of whom 462 male and 133 female with an age range 18 to 22 years . The total sample was divided into five faculty groups. The students were instructed to mark X against the words which they thought described their ownelves. The criterion of 20 differences in the present frequencies was taken as giving significant differences for the groups with respect to that trait. To obtain the general picture of self concepts of one group , words showing percent frequency of 704 were selected. Words with a frequency of 10- for all the group indicated their least preferences.

Pandey (1969) revealed that the age wise analysis had no significant differences in adjustment problems. Better adjustment was found proportional to  $A^-$  ,  $C^+$  ,  $F^-$  ,  $G^+$  ,  $H^-$  ,  $I^-$  ,  $L^-$  ,  $M^-$  ,  $N^+$  ,  $O^-$  ,  $Q_1^+$  ,  $Q_2^-$  ,  $Q_3^-$  ,  $Q_4^-$  personality factors , Intelligence + , study habits and attitudes + ,

social behaviour + and social preference -, urban lower income group Ss had a larger number of problems and urban income group Ss had least problem in all the areas.

Dankwarth (1970) administered a study on Indian students residing in three residences environments. For the total population, it was found that seven variables (including self concept when acting together, correlate significantly (.01 level) with the achievement of Indian public secondary school students.

Deo & Sharma (1970) selected a sample of 700 Indian adolescents; Methodology, Instrument self concept inventory. A curvilinear relationship was found, indicating that low achievement was associated with both self content and self rejection.

Gupta & Singhal (1971) concluded in a study that sex and intelligence had no effect on personality adjustment and variability differs on the basis of sex and intelligence.

Sukla and Khiche (1974) concluded that group differences take highly significant for all the areas of adjustment. It can be said that mentally subnormal adolescents have more adjustment problems than the normal

adolescents in the four areas of adjustment i.e. Home, Health, Social and emotional.

Kroger (1977) studied residential mobility and self concept in adolescents . Result from the investigation revealed little relationship between residential mobility and self concept in adolescent correlation between number of moves and self concepts with or without a control for family cohesion or sex. In addition there was no significant correlation between recency of the last move and self concept and no significant difference among self concept means for students who had experienced their greatest number of moves from one of four age spans. A significant correlation however was found between the distance of move and self-concept. Residential mobility does not appear to be strongly related to self concept among middle class high school juniors.

Pathak, N.S. (1978) in a study selected 100 samples from each of the social work, teaching and medical fields. For measuring the congruence between the personality areas were selected. Seven sentences , varying in degree of self acceptance they expressed, were selected to describe each area.

There were high significant correlations between self ideal congruence scores and the scores on adjust-

-ment questionnaire in all three groups.

Patel (1978) studied the aim at investigating the relationship between adjustment and personality characteristics particularly neurocism and extroversion of XI grade students. Concluded that no significant difference was found between male and female students with respect to extroversion with regard to adjustment of XI grade students , no significant sex difference was found to be slightly more adjusted in the study. A significant sex difference was found with respect to 'G' aspect of adjustment in favour of the female . Adjustment was found to be negatively correlated with measures with neuroticism & extroversion traits of personality.

Harigopal, K. (1979) concluded in a study that age level being constant, the average intelligence group tends to have a higher mean SID than the low group and the high intelligence group tends to have higher mean SID than either of the two groups. However the mean difference between the high and the average groups alone was statistically significant (P. 1.05) Concluded that correlation between SID and adjustment was significant for the average (P 1.05) and high intelligence groups (P 1.01) . The correlation was not significant for the low group . Implications of these

findings in the context of the Rogerian position and the developmental approach are discussed.

Vera (1980) administered a study of self esteem alienation and attitude towards school on the students in related vocational and academic high schools. The purpose of the dissertation for the disruptive behaviour of large groups of Thai vocational students could be found through an investigation of their feelings of self esteem alienation from society and attitude towards their school. The subject population for the study comprised 360 second year students from three vocational technical high schools and 200 second year students from two academic high schools. In addition 15 vocational high school teachers at the high school subjects were interviewed. Three test using the self reporting technique including the cooperamith self esteem inventory were administered to the subject population.

Computational analysis of data gathered from these tests confirmed the following hypotheses about Thai Vocational high school students where compared with students from academic schools . They had lower home self esteem stores they felt more aliented from their society, they felt more negatively towards their schools & they percieve themselves as more disturbance on the other hand.



The above mentioned analysis showed that Thai vocational students are the necessarily lacking in general self esteem.

Irwin (1981) studied on intervention to facilitate interpersonal cognitive problem solving skills and behavioural adjustment among emotionally handicapped children .

The purpose of the study was to determine whether a structured social problem solving programme conducted by class room teachings could effectively (ICPS) enhance interpersonal cognitive problem solving skills and certain indices of class room behavioural adjustment in literacy aged emotionally handicapped children. The findings that on ICPS skills intervention programme could improve the ability of behaviourably disordered children to generate different opinions for dealing with interpersonal problems is of particular importance since previous research has consistently shown this cognitive skill to be positively related to social adjustment. The result of the investigation have implications in terms of the potential of ICPS skills in intervention programme as a way for teachers to modify social cognitive and behavioural process of emotionally handicapped latency aged children . The behavioural findings suggest that ICPS skills intervention programmes

may represent a viable-- strategy for presenting regressive behavioural trends often observed with the passage of time in emotionally disturbed children.

Kugle (1981) studied self esteem and academic behaviour among second graders. The dimensions of self esteem level and stability were examined in relation to several aspects of academic behaviour among second graders. These aspects were student's accuracy in assessing their ability, academic achievement and disruptive behaviour. Self esteem was assessed by administering Piers Harris children self concept scale on two occasions of 108 second graders. Levels of self esteem was calculated by the average of the scores received on the two testing stability of the self esteem was calculated using the Kappa coefficient Index of agreement on item comparison of response on the two occasions. Level of stability were not related in the present study indicating that these may be orthogonal dimensions of self esteem.

first

The/hypothesis was that students with stable self esteem should have accurate perceptions of their ability, while unstable self esteem students should be less accurate and there in accuration should be in the direction of over estimation. Further the results indicated that stu-

-dents accurate in their self perceptions of ability had significantly more stable self esteem than did inaccurate students.

Second hypothesis predicted a positive relationship between level and stability of self esteem were examined . It was indicated that the relationship under consideration would be negative that is that high levels of disruptive behaviour would be associated with low self esteem and with unstable self esteem. A significant negative correlation supported this hypothesis for level of self esteem but not for stability self esteem.

Medonald & Elizabeth (1981) studied self concept social adjustment carrier awareness and academic achievement of fourth grade students. The central purpose of the study was to examine the relationship among the variables of (a) Self Concept (b) Social adjustment.

Concluded that there was a consistant relationship among the variables of career knowledge , career attitude , self concept and social adjustment across the school year.

The data tended to suggest that career attitude related more strongly to self concept and social adjustments measures than does career knowledge . No any relationship

between self concept and career knowledge was found . The total population showed a significant gain in test comparisons on the measures of career knowledge only across the school year. Two way analysis of variance revealed significant difference in self concept and social adjustment.

Iacobus (1981) studied the self-concept as a moderator variable of the personality with special reference to primary school pupils.

From the results obtained , conclusions could be drawn that the psychologically diseased stage of these people which suggest negative personality traits was due to a self concept which had decayed to a very low level with the course of time. During the second phase of investigation , it was possible to indicate that the personalities of children changed positively because their self-concept improved.

Concluded that there not only exists a significant connection between self concept and personality but that the self concept is indeed a controlling, regulating and directional component within the personality of mankind. It is thus indicated that the self concept is a moderator variable of the personality.

Sampson (1981) studied that self-concept of black , white and Indian students grade three through twelve living in an urban and rural setting.

Concluded that (a) there is no difference in the self concept of the students among different ethnic groups (b) the self concepts of females were more positive than those of males (c) location may have a significant influence on the concept of Indian students (d) self concept changes across the grades were in a generally decreasing direction.

Watkins (1981) studied the relationship of physical self concept and identity to anxiety , depression and academic performance .

The research was a correlational study involving black college freshman in an academic reinforcement programme at Harword University.

Concluded that (1) physical self concept and identity were significant predictors of level of anxiety, (2) Physical concept and identity were significant predictor of level of depression while physical concept and identity accounted for relatively small percentage of variance in anxiety and depression (3) physical concept and identity were significant predictor of level of academic achievement.

Foul (1981) studied measurement and study of self concept and psychological adjustment of degree candidates in four technological programmes. The purpose of the study was to determine the utility of two personality measures for the differentiation of degree candidates in four engineering curricular programmes.

Concluded that there were significant difference between the four degree candidates groups of the liability order, heterosexuality change, succorance and favourable scales of the ACL .

Srivastava and Alam (1983) studied self perception as a function of adjustment and anxiety. The responses were assigned numerical values from 7 to 1. F ratio for adjustment and anxiety are significant at .01 level of confidence. Concluded that adjustment and anxiety determine self perception. Also confirmed that self perception is a function of adjustment and anxiety. Poor adjustment and high anxiety results into a feeling of inadequacy, inferiority, insecurity, unnecessary apprehension and self devaluation of individual leading to adverse impact on individual's self perception.

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Every research problem is unique in itself as to discover the fact and establishing the relationship between them and explaining the situation in which they occurred in their task of any scientific procedures. Unveiling the above ingredients is essential as to finally reach to rational generalizations. All the procedure in a sequence constitutes the process and purpose of the research. This chapter deals with the design of the present study which has been divided into following parts -

1. Sampling
2. Tools
3. Data collection
4. Statistical treatment

SAMPLING- If sample data are to be used as the basis for generalization to a population, it is essential that the sample should be a representative of the population and it must be adequate (Goods and Halt 1972).

Keeping in mind the representativeness and adequacy of the sample, stratified and random technique was

used for selecting the sample.

### SELECTION OF THE SAMPLE

Jalaun district was selected for the collection of sample for the following reasons -

1. Jalaun is the backward district of Bundelkhand region of Uttar Pradesh .
2. There are number of boy's schools in Jalaun district.
3. It was physically convenient for the researcher to conduct his study on the adolescents of schools in Jalaun district as his length of residing in the district is quite long.

A list of high schools and colleges (boys only) was prepared and 8 institutions of Jalaun district were included in the sample. After selecting the schools and colleges proper contact with the heads of institution was made. For the purpose of sampling , the students of class IX and X of the ages 13 to 15 years were selected . A limit of 400 students was prepared on the basis of stratified random sampling technique.

Following is the list of the schools and colleges

selected for the purpose of sampling.

Table No. 1 - Showing the names of schools and colleges  
selected for sampling.

S.N.	Name of the institutions	Number of Units
1.	Acharya Narendra Deo Inter College, ORAI.	50
2.	Govt. Intermediate College, Orai.	50
3.	Chhatrasala Inter College , Orai	50
4.	Janta Inter College, Orai.	50
5.	M.S.V. Inter College, Kalpi	50
6.	Shri Gandhi Inter College, Orai	50
7.	Sanatan Dharm Inter College, Orai	50
8.	Sarvodaya Inter College, Orai.	50
Total of Units -		400

#### THE TOOLS :

Modern psychological researches are now concluded on the basis of collection of data and experimentation. For the efficient research work the selection of reliable and valid tools is essential .

The researcher has selected the following tools

for measuring -

1. Self Concept
2. Adjustment
3. Need Achievement

### MEASUREMENT OF SELF CONCEPT

There are number of inventories to measure SELF CONCEPT in the field of psychological and educational researches. Some of the Self Concept-Inventories are shown in the following table -

Table No. 2 - Details of Self-Concept Inventories..

S.N.	Name of the Inventory	Time limit	Reliability	Validity	Age group
1.	Personality world list by Pratibha Deo	No time limit but takes 40 to 50 m.	.89	Discrep- nant & con- vergent validity.	H.S.S. & College Ss & Univ. Male Female Ss.
2.	Self Concept Inventory by Sagar Sharma	No time limit	.72-.81	Content validity	Class XI & XII
3.	Pier's Harris Children Self Concept Scale by Ahluwalia	30 mts.	.77-.93	----	Children
4.	Lipsitt's Children Self-Concept scale	No time limit	Not known	Not known	Children
5.	Self rating Inventory by Udai Pratap Singh	--	--	--	Criminal
6.	Swatwa Bodh Prashikshan by Dr.(Miss)Sherry, Dr. M.P.Verma & Dr. P.K.Goswami	No time limit but takes 20mts.	.73-.76	Factorial validity	Adolescents
7.	Self Concept Questionnaire by Dr. R.K.Saraswat	No time limit but 20-30mts.	.67-.88	content & construct validity	Adolescents

" After going through the above inventories, it was found suitable to the present research the self concept questionnaire by Saraswat!

SELF CONCEPT QUESTIONNAIRE - R.K. Saraswat

The self-concept inventory provides six separate dimensions of self concept, viz., Physical, Social, Intellectual, Moral, Educational and Temperamental Self-Concept. It also gives a total self-concept score. The operational definitions of self concept dimensions measured by this inventory are:-

1. PHYSICAL : Individuals' view of their body, health, physical appearance, and strength.
2. SOCIAL : Individual's sense of worth in social interactions.
3. TEMPERAMENTAL : Individuals view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
4. EDUCATIONAL : Individual's view of themselves in relation to school, teachers and extracurricular activities.

5. MORAL : Individual's estimation of their moral worth ; right and wrong activities.
6. INTELLECTUAL Individuals' awareness of their intelligence and capacity of problem solving and judgements .

The inventory contains 48 items. Each dimension contains eight items. Each term is provided with five alternatives. Responses are obtained on the test booklet itself. There is no time limit but generally 20 minutes have been found sufficient for responding all the items. Instructions for the time of administration of the inventory are also given on the test booklets.

Instructions for Administering the Inventory.

1. Let the students be seated with proper seating arrangement.
2. Before the test starts, let all books and note-books be kept aside or inside the desks.
3. Make sure that the respondent has a pencil or pen.
4. Tell students the purpose of the test.
5. Any doubt raised by the students should be answered frankly.
6. Assure students that the responses obtained on the test will be kept secret.



7. Distribute the test booklets of S.C. inventory to the students.
8. Let all the entries of the response booklet be filled in one by one.
9. Read the instructions clearly from the test booklet, while the individuals read silently.
10. Ensure that the instructions have been understood correctly.
11. Invite doubts or queries and clear them before they start responding the items.
12. Supervise the group, i.e. take rounds in the room and make sure that all are responding in a desired way.
13. If someone needs to know the meaning of certain words he/she should be told. However the responses have to be decided independently by the candidates themselves.
14. Count the test booklets at the end of the testing and be sure that all the test booklets have been returned.

INSTRUCTIONS TO STUDENTS :

Read the following instructions from the inventory in Hindi or English as the case may be -

"This is a self-concept inventory. There are 48 items in it. Against each item there are five responses.

You have to read each item carefully and respond to it by making a tick ( ✓ ) on any one of the five responses given against that item, which you think describe you well.

There is no right or wrong answer. The right answer is only what you feel about yourself. Try to give your responses according to what you feel about yourself with reference to that a statement. Your answers will be kept confidential".

After the above instructions, administrator should explain the EXAMPLE given on the inventory.

#### SCORING METHOD :

The respondent is provided with five alternatives to give his responses ranging from most acceptable to least acceptable description of his self-concept. The alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same i.e. 5,4,3,2,1 whether the items are positive or negative, If the respondent put ( ✓ ) mark for first alternative the score is 5, for second alternative the score is 4, for third alternative score is 3, for the fourth it is 2 and for the fifth and last alternative the score is one. The summated score of all the forty eight items provide the

total self-concept score of an individual . A high score on this inventory indicates a higher self concept , while a low score shows low self concept. Transfer the score of each item on the front page against in that item. Now add all the scores of eight items given in that column, this will give you score for that particular dimension of Self-Concept.

#### RELIABILITY :

Reliability of the inventory was found by test-retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficients of its various dimensions varies from .67 to .88 . The following table shows the test-retest reliability for each dimensions.

TABLE No. 3 - Test-Retest Reliability of the Self-Concept Inventory.

Code No.	Self-Concept Dimension	No. of Items	Reliability Coefficients
A	Physical	8	.77
B	Social	8	.83
C	Temperamental	8	.79
D	Educational	8	.88
E	Moral	8	.67
F	Intellectual	8	.79
	Total Self-Concept-48		.91

VALIDITY :

Experts opinion were obtained to establish the validity of the inventory. 100 items were given to 25 Psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80 % of agreement were selected. Thus the content and construct validity were established.

STANDARDISATION OF NORMS :

The S.C Questionnaire was standardized on 1000 students of 20 Higher Secondary schools of Delhi pertaining to Delhi Administration and Central Schools. The students were from IXth and Xth classes ranging from 14 to 18 years of both the sexes.

TABLE No. 4 - Interpretation and Classification of Raw Scores  
For all Dimensions.

S.C Dimension Score	Interpretation (Category )
<u>33 to 40</u>	High Self-Concept
25 to 32	Above Average S.C
17 to 24	Average S.C
9 to 16	Below Average S.C
Upto 8	Low Self-Concept

TABLE No. 5 - Interpretation and Classification of Raw Scores  
For Total Self-Concept.

Raw Score	Interpretation
193 to 240	High Self-Concept
145 to 192	Above Average Concept
97 to 144	Average Concept
49 to 96	Below Average Concept
1 to 48	Low Concept

### MEASUREMENT OF ADJUSTMENT

There are number of inventories and tests to measure ADJUSTMENT in the field of psychological and educational researches. Some of the adjustment tests are shown in the following table -

TABLE No.6 - Details of Adjustment Inventories.

S.N.	Name of the Inventory	Time limit	Reliability	Validity	Age
1.	Adjustment Inventory for school students by Dr.A.K.P. Sinha	No limit	.90 to .95	-	School Ss.
2.	H.S. Asthana Adjustment Inventory	30 mts.	.80 to .97	-	14-21
3.	Dr. Mithlesh Verma-Samayojan Soochi.	No limit	.76 to .86	.68-.75	-
4.	Mittal Adjustment Inventory	30-35 mts.	.44-.80	-	C.IX
5.	Sanshodh Pramod Kumar Adjustment Inventory	20-25 mts	.88-	-	above College student
6.	Saxena Vyaktitwa Parakh Prashnavali	45 mts.	.87-	.80	1 yr above

After examining the above mentioned table and inventory, it was suited to the present research on Adjustment Inventory for school students by Dr. A.K.P. Sinha and Dr. R.P. Singh .

ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS

by Dr. A.K.P. Sinha & Dr. R.P. Singh

The Adjustment inventory provides three separate dimensions of adjustment viz. Emotional, Social and Educational adjustment.

The operation definitions of adjustment dimensions measured by this inventory are :-

1. EMOTIONAL :- Individuals adjustment of their emotions, feelings and thoughts.
2. SOCIAL :- Individuals sense of adjustment regarding social interactions.
3. EDUCATIONAL:- Individual's view of themselves in relation to school teachers and extra curricular activities.

The inventory contains 60 items. Each item has got five alternatives . Responses are obtained on the test booklet of test itself. There is no time limit



but ordinarily an individual takes 10 minutes in completing the test . In all 20 to 25 minutes have been found sufficient to deliver necessary instructions and obtaining the responses .

#### Instructions for Administering the Inventory.

1. The students be seated with proper seating arrangement.
2. Before the test starts , all the books and note books are kept aside or inside the desks.
3. Make sure that the respondent has a pencil or pen.
4. The students are told the purpose of the test.
5. Any doubts raised by the students are answered frankly.
6. The booklets of adjustment inventory are distributed to the students.
7. It is a self-administering inventory . The instructions given on the front page are read clearly and the examinees are told to read them, silently alongwith the examiner.
8. There is no time limit for answering it. Ordinarily an individual takes 10 minutes to complete the test.
9. The meaning of the difficult words , if any are given by the examiner .
10. Cooperation of the examinees in answering the inventory is very essential . The students are assured that their answers and scores will be treated with strictest confidence.

11. There is no need of telling why letters and numbers are placed before the questions. If a question is asked about these the examiner tells the meaning of the letters.

INSTRUCTIONS TO STUDENTS :

The students are instructed to read carefully the instructions from the inventory in Hindi or English as the case may be. The students are told that it is an adjustment inventory. There are 60 items in it. Against each item there are five responses. The students are told to give responses according to what they feel about themselves with reference to a statement. They are also told that their answers would be kept confidential.

After the above instructions ,the administrator should explain the EXAMPLE given on the inventory.

SCORING :

Inventory can be scored by hand only. For any answer indicative of adjustment Zero is given , otherwise a score of one awarded.

The inventory is designed to be an aid in counselling school students of age group 14 - 18 years whose personal problems pertain to any of the three areas

included in the test. The use of Deonagari letters A, B and C corresponding to Emotional adjustment, a social adjustment and Educational adjustment enables that test user to discover rapidly questions relating to each measure. The total score indicates the general adjustment status.

#### RELIABILITY :

Coefficient of reliability was determined by (i) Split-half method, (ii) Test retest method, and (iii) K-R formula-20. Table 1 gives the reliability coefficients of the total test and of sub-tests by the different methods.

TABLE No. 7 : Reliability Coefficients of the Inventory.

Method used	Emotional	Social	Educational	Total
1. Split-half	0.94	0.93	0.96	0.95
2. Test-retest	0.96	0.90	0.93	0.93
3. K.R. formula-20	0.92	0.92	0.96	0.94

#### VALIDITY :

In item-analysis validity coefficients were determined for each item by biserial correlation

method and only such items were retained which yielded biserial correlation with both the criteria (i) total score -and (ii) area score, significant level being .001.

Inter-correlation among the three areas of the inventory were calculated. The correlation matrix is being presented in Table No.8.

TABLE No. 8 - Correlation matrix of the three areas.

Areas	I	II	III
I. Emotional	-	.20	.19
II. Social	.20	-	.24
III. Educational	.19	.24	-

The inventory was also validated by correlating inventory scores with ratings by the Hostel Superintendent. This was done on the data of 60 pupils living in the hostel of Patna Collegiate Multipurpose Higher Secondary School . The Hostel Superintendent rated the pupils on a five point scale , namely, Excellent, Good, Average, Poor and Very Poor in respect of their adjustments. The product moment coefficient of correlation between inventory scores and Superintendent's ratings was obtained to be 0.51 .

NORMS -

Percentile norms were computed for both males and females of all the three areas (Emotional , Social and Educational) of adjustment separately as also for the whole inventory. Table 3 and 4 give the percentiles for male and females respectively.

TABLE No. 9 - Percentile norms for males.

Percentiles	Emotional	Social	Educational	Total
P <sub>90</sub>	9.98	9.88	9.95	26.89
P <sub>80</sub>	9.10	9.16	9.11	23.41
P <sub>70</sub>	8.11	8.24	8.34	21.34
P <sub>60</sub>	7.21	7.38	7.40	19.36
P <sub>50</sub>	6.18	6.58	6.48	17.74
P <sub>40</sub>	5.91	6.00	5.98	16.06
P <sub>30</sub>	4.42	4.91	4.82	14.32
P <sub>20</sub>	3.11	3.75	3.33	11.77
P <sub>10</sub>	2.01	2.70	2.02	8.82

The subjects can be classified into five categories in accordance with the raw scores obtained by them on the inventory . The five different categories of adjustment 'A' which stands for excellent, 'B' which

stands for good, 'C' which stands for average, 'D' which stands for unsatisfactory, and 'E' which stands for very unsatisfactory adjustments. This categorization was done by dividing the base line of the normal curve into five equal units, each unit being equal to 1.2. Table 10 presents the classification of adjustment for total scores and Table 11 shows the classification in respect of the three areas ; Emotional, Social, and Educational.

TABLE No. 10 - Classification of Adjustment in terms of categories.

Category	Description	Range of Scores	
		Male	Female
A	Excellent	5 & below	5 & below
B	Good	6-12	6-14
C	Average	13-21	15-22
D	Unsatisfactory	22-30	23-31
E	Very Unsatisfactory	31 and above	32 and above

TABLE No. 11 - Gives Means and Standard Deviations of the population upon which norms is based.

Area	Male		Female	
	Mean	S.D.	Mean	S.D.
Emotional	5.62	3.12	6.55	2.81
Social	5.91	2.38	6.21	2.52
Educational	6.38	2.91	5.35	3.00
Total	17.91	7.36	18.11	7.27



Meaning of the symbols and explanation of the areas.

(i) Emotional Adjustment : High scores indicate Unstable emotion . Students with low scores tend to be emotionally stable.

(ii) Social Adjustment : Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour.

(iii) Educational Adjustment : Individuals scoring high are poorly adjusted with their curricular and co-curricular programmes . Persons with low scores are interested in school programmes.

#### MEASUREMENT OF ACHIEVEMENT MOTIVATION

Many attempts in the field of psychological and Educational researches have been made to measure achievement motivation. The projective technique are the most suitable way to evaluate the achievement motivation.

Some of the main projective techniques are -

- 1- Word Association Test (WAT)
- 2- Picture Association Test (APT)
- 3- Sentence Completion Test (SCT)
- 4- Psychodrama Method
- 5- Ink Blot Test

6. Thematic Apperception Test (TAT)
7. Children Apperception Test (CAT)
8. Some of the Motivation Achievement are -
  - (1) Achievement Motivation Scale - Dr. D. Gopal Rao
  - (2) Achievement Motivation Scale - Dr. Beena Shah
  - (3) Achievement Motivation Test &-  
Inventory. - Dr. Prayag Mehta
  - (4) Achievement Motive Test - V.P. Bhargava
  - (5) Deo Mohan Achievement Motivation (n-Ach) Scale -  
-Pratibha Deo & Asha Mohan
  - (6) Deo Mohan Projective Test of  
Achievement Motivation - Pratibha Deo & Asha Mohan
  - (7) Junior & Senior High School (Personality Questionnaire)-  
R.B. Cattell
  - (8) Personality Need Inventory - Dr. C.P. Sharma
  - (9) Personality Preference Schedule- Dr. R.R. Tripathi
  - (10) P.F. Questionnaire Form - - R.B. Cattel.
  - (11) Tripathi Personal Preference Schedule - R.R. Tripathi
  - (12) Tripathi Achievement Motive Scale -P.S.N. Tewari

The researcher after examining a number of tests and inventories , found suited to measure Achievement Motivation a test prepared by Prayag Mehta .

#### ACHIEVEMENT MOTIVATION TEST

by Prayag Mehta

It is a set of six TAT type pictures

developed for Indian schools, based on the n-Ach theory. An Achievement Motivation Inventory was also developed to measure the Motive to Avoid Failure. The pictures were validated in various parts of the country with teacher assessment and student behaviour.

The students were asked to write down a story based to the theme depicted in the picture. The test was not limited to any particular length of time but 30 to 35 minutes are suitable to complete the test. Each story would be taking approximately 5 minutes for its narration.

The reliability of the test was found by test retest method and it ranges from .56 to .73 .

The validity of the test was found to be construct validity ( .44 ) .

#### ADMINISTRATION OF THE INVENTORY

This test is also administered under standardised conditions like any other test -

1. The subjects are seated comfortably with enough space for keeping a picture booklet and a story writing booklet for them.

2. No discussions are allowed during the test administration.
3. The purpose of the test is made clear to the students.  
The test is an opportunity to use their imagination i.e. to show how they can create ideas and situations by themselves.
4. The students are told to write out some brief stories that they make up their own on separate sheets. For this purpose , there is a series of pictures that they will see for 2 seconds so that they could build their stories around them.
5. To weave out their stories , answers to the following questions are searched by them -
  1. What is happening ? What are the people ?
  2. What has led us to this situation ?
  3. What is being thought ? What is Wanted ? By whom ?
  4. What will happen ? What will be done ?
6. One thing is made very clear to the students that the questions are only guides for their thinking. The story should be continuous and not a set of answers to the questions .
7. It is also made clear to the students that there are no right or wrong stories. They have a chance to show how quickly they can imagine a situation and write out

a story about it, what story they write , it does not matter .

8. The students are also suggested to make the stories interesting and dramatic about people and human relationship.

### SCORING

The obtained stories here scored in a standard way. First each story is scored for the presence of Achievement Imagery following the criteria shown in the Box No.1 .

Box No. 1 -

#### CRITERIA OF ACHIEVEMENT IMAGERY

Some character in a story has an achievement-goal seeking success under circumstances which require excellence of performance. .

#### CLEAR SIGNS

- . A desire for success in competition with others.
- . A desire to meet a self imposed standard of excellence -
- . A desire to improve educational standards.
- . Involvement in a long-term career goal.

Thereafter , stories scored for achievement imagery are taken up for further scoring for each of the sub-categories . These sub-categories or elements of achievement motivation are shown briefly in the Box No.2 .

BOX No. 2

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 ELEMENTS OF THE ACHIEVEMENT MOTIVE
 

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N	Need
Ga+	Goal Anticipation , Positive
Ga-	Goal Anticipation , Negative
Fa+	Feelings , Positive
Fa-	Feelings , Negative
A	Activity
Bp	Personal Block
Bw	Environmental Block
H	Help
Th	Theme

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A standard scoring sheet is used for scoring the obtained stories, the same sheet is used in summarising the obtained results for tabulation.

Development of local norms for Achievement Motivation Test  
by Prayag Mehta .

To measure the need achievement for the present project, the Achievement Motivation Test by Prayag Mehta was used . As there is no any indication regarding the norms , it was found to be essential to develop the norms for the test on the student population of district Jalaun . For the purpose of norms development , the raw scores , obtained by the sample population were taken into consideration . The raw scores are given in



the form of frequency distribution separately . However, the statistical analysis from the distributions like mean, standard deviations , quartile deviations are given below in table no. 12

TABLE No. 12 - Frequency distribution and Mean ,S.D. and quartile values on Achievement Motivation-  
by Prayag-Mehta

C. I	f
5-9	60
10-14	44
15-19	40
20-24	44
25-29	73
30-34	74
35-39	45
40-44	20
N	= 400
Mean	= 23.6
S.D.	= 10.6
Q 1	= 14.04
Q 3	= 32.13

On the basis of the above statistical calculations the student population was classified into three categories viz. low need achievement level (Q1) , average need - achievement level (in between Q1 and Q3) and high need

- achievement level (Q3) . Table No. 13 shows the three levels of need achievement .

TABLE No. 13 - Showing the norms of Achievement Motivation

Test : Prayag Mehta .

Categories of Need-Achievement	Distribution of Raw -- Scores
Low	14 and below
Average	15 to 31
High	32 and above

DATA COLLECTION - This is the most important phase of research work . Any slackness in care may effect a lot on the outcomings of the research . Also the control of the situation counts to a great extent on the results .

The sample for the study was selected from the students of higher secondary school of district Jalaun . The names of the schools from which the samples were drawn have already been mentioned . The heads of the institutions of these higher secondary schools were contacted personally . The importance and the utility of the study was explained to them . All the principals as well as the teachers took a keen interest in the research work and they provided necessary facilities in the institution .

In the beginning , the investigator gave an orientation lecture to the students in the group. They were made acquainted with the purpose of the study through the lecture. Every student from the attendance register was selected from each class i.e. IX and X . Self Concept Inventory Achievement Motivation Test and Adjustment Inventory were administered upon the adolescents students of the sample.

The students were assured that their responses would be kept strictly confidential. They were asked to answer frankly as to give the correct information.

Thus testing time averaged about 2 hrs a group. Testing and scoring were done by the investigator personally for the purpose of maintaining the uniformity. The protocols of all the subjects were scored according to the instructions provided in the manual.

At first adjustment inventory was distributed. The respondents were asked to go through the instructions. After this the instructions were again repeated by the investigator to clear doubts if any. There were 60 items in the test . The respondents were asked to answer every item. After the completion of this test , it was collected. This test is required on average time of 40 minutes.

On completion of the adjustment inventory an interval of about 10 minutes was given and then the second questionnaire i.e. self concept was distributed . Again this test was administered according to the instructions mentioned in the manual . This test in administering took about 40 minutes. None after a rest of 10 minutes a set of six pictures of Achievement Motivation Test by Prayag Mehta was distributed among the students. All the picture sets were arranged serially. The proper instructions were provided to the students and they were asked how to write down a story according to the picture as the instructions were provided. This test is required an average time of 30 minutes.

After collecting all the data , the investigator was ready to analyse to draw the conclusions which are discussed in the next chapter.

#### STATISTICAL--TREATMENT :

The statistical operation to be followed for the present investigation involved both the descriptive and inferential statistical techniques. The descriptive statistical techniques used include computation of mean, quartile deviation and standard deviation. The inferential statistical techniques used for the present study include

computation of the analysis of variance and 't' test. Quartiles were computed for getting highest and lowest 25 % cases on achievement motivation test for the purpose of the local norms and interpretations. Anova technique was adopted to find out the over all differences among the three groups. Anova was followed by 't' test . The purpose of calculating ' F ratio' is obvious since the comparison of three groups is possible by F value but 't' test which is a powerful test is applied to observe the inter-group differences. To find out the relationship between adjustment and self concept the coefficient of correlation by the product moment of (r) method was employed.

\*\*\*\*\*

This chapter presents the data , its analysis , interpretation and results . The whole is an attempt to answer the following questions -

1. There is no any significant impact of adjustment on need-achievement of adolescents.
2. There is no any significant impact of self concept on need achievement of adolescents.
3. There is no any significant relationship between self-concept and adjustment of adolescents.

The results have been presented according to the following scheme. A mention of this may facilitate to understand the whole view of the work done.

PART-A- Impact of adjustment on need achievement

This part is categorised into four sub-groups.

1. Impact of Emotional Adjustment on need - achievement.
2. Impact of Social Adjustment on need achievement.



3. Impact of Educational Adjustment on need achievement.

4. Impact of Total Adjustment on need achievement.

PART -B-

Impact of self-concept on need Achievement.

This part is divided into seven sub-groups .

1. Impact of Physical Self-Concept on need achievement.

2. Impact of Social Self-Concept on need achievement .

3. Impact of temperamental self-concept on need achievement.

4. Impact of educational self-concept on need achievement.

5. Impact of moral Self-Concept on need achievement.

6. Impact of Intellectual Self-Concept on need achievement.

7. Impact of total Self-Concept on need achievement.

PART -C-

Relationship between Self-Concept and Adjustment.

This portion is divided into three sub-groups .

1. Relationship between Self-Concept and Adjustment with regards to low need achievement.
2. Relationship between self-concept and adjustment with regards to arrange need achievement.
3. Relationship between self-concept and adjustment with regards to high need achievement.
4. Relationship between Self concept and Adjustment .

PART -A- IMPACT OF ADJUSTMENT ON NEED ACHIEVEMENT .

In this section an attempt has been made to study the impact of adjustment on need achievement. For this the three levels of need-achievements were taken into consideration. These levels are low n-Ach level , average n-Ach level and high n-Ach level. The analysis of variance (F-ratio) technique was applied. The statistics of F -ratio reflects whether these three groups (low, average, and high need achievement ) of adolescent pupils differ significantly from one another or not with regard to the adjustment. The analysis of variance reveals only that there is a significant difference among the groups. It does not confirm that which one group is differing significantly from which one. Thus to find out the significant difference in between the two particular groups 't' test is being applied.

This section for analysis and interpretation is being divided into the following four sub-groups as mentioned before -

1. Impact of Emotional Adjustment on Need Achievement.
  2. Impact of Social Adjustment on Need Achievement .
  3. Impact of Educational Adjustment on Need Achievement.
  4. Impact of the total Adjustment on Need Achievement.
1. IMPACT OF EMOTIONAL ADJUSTMENT ON NEED ACHIEVEMENT.

Summary Analysis of Variance :

Reflection of Emotional Adjustment on the three levels of Need Achievement Variance (Low= 104, Average =182, High=114)

Table No. 14- Summary Analysis of Variance

Sources of Variation	Sum of Squares	df	Mean Squares	F	P
Among groups	77.27	2	38.64	5.66	<.01
Within groups	2713.48	397	6.83		

Table No. 14 shows F-ratio computed for the three groups of adolescents pupils i.e. low, average, and high need achievement. It can be observed that F-ratio falls significant at .01 level (F=5.55, df =2, 397). Thus it is confirmed that all the three groups differ significantly from each other on the basis of emotional adjustment.

Table No. 15 indicates that the mean scores of low and average need achievement groups are 4.28 and 2.98 having standard deviations 2.58 and 2.63 respectively. The 't' value being 4.8 indicates that there exists a significant difference beyond .01 level of difference between low and average n-Ach groups with regards to emotional adjustment. Thus the average n-Ach groups of adolescents pupils are significantly better emotionally adjusted in comparison to the low n-Ach groups of adolescents pupils.

TABLE No. 15 -Showing Mean, S.D. and 't' values of Emotional Adjustment of Adolescents pupils of low, average. and High n-Ach levels .

Comparing groups	Mean	S.D.	't'	P
Low n-Ach vs Average n-Ach	4.28 2.98	2.58 2.63	4.8	< .01
Low n-Ach vs High n-Ach	4.28 3.75	2.58 2.72	1.66	N.S.
Average n-Ach vs High n-Ach	2.98 3.75	2.63 2.72	2.41	< .05

Table -15 further reveals that the two groups i.e. low and high n-Ach groups of adolescents have mean scores of 4.28

and 3.75 respectively . The 't' value 1.66 does not indicate any significant difference between the two groups on the basis of emotional adjustment. Inspite of this fact it is clear that there<sup>s</sup>/<sub>a</sub> difference of 0.53 between the mean scores of these two groups. The perisital of the mean scores further indicates that the high need achievement group of pupils are adjusted emotionally better alongwith low need achievement group of pupils though they do not aquire any significant level .

On comparing means of average n-Ach group ( $M=2.98$  and  $S.D. = 2.72$ ) with regards to the emotional adjustment, the 't' value was found to be 2.41 which is significant at .05 level of confidence. Thus it is clear that the average n-Ach group of pupils are significantly emotionally adjusted with that of high n-Ach group of pupils.

It is evident from the table no. 15 that the average n-Ach group of pupils has a minimum mean score of 2.98 while the high n-Ach ~~groups~~ low n-Ach group have mean scores of 3.75 and 4.28 respectively. These calculations reveal that the average n-Ach group of pupils has a better emotional adjustment in comparison to the low and high n-Ach group of pupils. It can also be further said that the low and high n-Ach group of pupils are emotionally

mal adjusted. These two groups of n-Ach behave almost in the same pattern as far as their attitude towards the emotional adjustment is concerned.

In the light of the above results it can be concluded that emotionals adjustment is a factor which has an influential impact on the need achievement of the adolescent pupils.

## 2. IMPACT OF SOCIAL ADJUSTMENT ON NEED ACHIEVEMENT.

It has been observed from table no. 16 that the F-ratio being 3.51 shows that the three groups differ from each other significantly at 0.05 level of confidence as far as the social adjustment is concerned. Thus it is obvious that the social adjustment has got a significant impact on the need achievement of adolescents pupils.

TABLE No. 16 - Summary Analysis of Variance

Reflection of Social Adjustment on the three levels of Need Achievement  
(Low - 104, Average -182, High - 114 )

Sources of Variance	Sum of Squares	df	Mean Square	F	P
Among groups	39.3	2	19.65	3.51	<.05
Within groups	2226.5	397	5.6		



Table No. 17 reveals the fact that there is a significant difference in between the low and average n-Ach group of students . The mean scores of the two groups are 5.98 and 6.66 , the S.D.'s being 2.35 and 2.44 respectively. The 't' value being 2.35 shows a significant difference at .05 level of confidence. Therefore it can be inferred that the low n-Ach group of pupils are significant and are more socially adjusted alongwith the average n-Ach group of pupils.

Again there is a significant difference at .05 level in between the low and high n-Ach groups of adolescents pupils , the low n-Ach group has a mean score of 5.98 with S.D. 2.35 while the high n-Ach group has a mean score of 6.74 and S.D. 2.35 . The 't' value being 2.38 reflects that there is a significant difference at .05 level of confidence between the two groups . The mean scores are indications of the fact that low n-Ach group of adolescent pupils are socially well adjusted in comparison to the highn-Ach pupils .

Further the Table No.17 shows that there is no any significant difference in between the average and high n-Ach groups of adolescents pupils. The average n-Ach group has a mean score of 6.66 and S.D. 2.44 while the

high n-Ach group has a mean score of 6.74 and S.D. 2.35 .

TABLE No.17 - Showing Mean, S.D. and 't' values of Social Adjustment of adolescents pupils of Low , Average and High n-Ach levels.

( Low = 104, Average = 182 , High = 114 )

Comparing groups	Mean	S.D.	't'	P
Low n-Ach	5.98	2.35		
vs			2.34	<.05
Average n-Ach	6.66	2.44		
Low n-Ach	5.98	2.35		
vs			2.38	<.05
High n-Ach	6.74	2.35		
Average n-Ach	6.66			
vs			0.29	N.S.
High n-Ach	6.74			

The 't' value being 0.29 shows that there is no any significant difference between the two groups of adolescents pupils i.e. average and high n-Ach groups as far as the social adjustment is concerned .

It is evident from the table no.17 that the low n-Ach group of pupils has a minimum mean score of 5.98 while the mean scores of average n-Ach and high n-Ach groups are 6.66 and 6.74 respectively . The calculations reveal that the low n-Ach group of adolescent pupils significantly has a

better social adjustment in comparison to the rest of the two n-Ach groups. It can also be inferred that average n-Ach and high n-Ach groups of pupils are socially mal-adjusted. These two groups behave almost in the same pattern as far as the social adjustment is concerned.

Therefore in the light of the above results it can be concluded that the Social Adjustment is a factor which has got an influential impact on the Need Achievement of the adolescent pupils.

### 3. IMPACT OF EDUCATIONAL ADJUSTMENT ON NEED ACHIEVEMENT -

It has been observed from table no. 18 that there is a significant difference among low, average and high n-Ach groups of adolescent pupils with regards to the Educational Adjustment. The F-ratio being 3.5 (df=2, 397) is significant at .05 level of confidence.

TABLE No. 18- Summary : Analysis of variance  
Reflection of Educational Adjustment on the  
three levels of Need Adjustment.  
(low= 104, Average = 182, High = 114)

Sources of Variance	Sum of Squares	df	Mean Square	F	P
Among groups	92.26	2	26.13	3.5	< .05
Within groups	2959.64	397	7.46		

Table no. 19 indicates that the mean scores of low and average need achievement groups are 4.51 and 3.88 with standard deviations 2.41 and 2.9 respectively. The 't' value being 1.97 reveals that there exists a significant difference at .05 level between the low and average n-Ach groups with regards to the educational adjustment. Low n-Ach group of pupils has a higher mean score than that of the average n-Ach group of pupils. This indicates that the average n-Ach group of pupils are educationally better adjusted than that of the low n-Ach group of pupils.

TABLE No. 19 - Showing Mean, S.D. and 't' Values of Educational Adjustment of Adolescent pupils of low, Average and High n-Ach. groups.

Comparing groups	Mean	S.D.	't'	P
low n-Ach	4.51	2.41		
vs			1.97	<0.05
Average n-Ach	3.88	2.9		
Low n-Ach	4.51	2.41		
vs			2.62	<0.01
High n-Ach	3.54	2.99		
Average n-Ach	3.88	2.9		
vs			0.97	N.S.
High n-Ach	3.54	2.99		

Table No. 19 further reveals that the two groups i.e. low and high n-Ach groups of adolescents have a mean

score of 4.51 and 3.54 respectively . The ' t ' value being 2.62 is significant at .01 level of confidence . It seems that both the comparing groups have a significant difference on the bases of the Educational Adjustment . 1. Lower mean score is indication of good adjustment while the higher mean score indicates mal adjustment . Therefore it can be concluded that high n-Ach group of pupils has a better educational adjustment than that of the low n-Ach group of adolescent pupils.

On comparing the means of average n-Ach group (  $M = 3.88$ ,  $S.D. = 2.9$  ) and high n-Ach group (  $M = 3.54$ ,  $S.D. = 2.99$  ) with regards to the Educational Adjustment , the ' t ' value was found to be 0.97 . This value of ' t ' does not indicate any significant difference between the two groups. In spite of the fact , that the ' t ' value is not significant, it is clear that there is mean difference of 0.34 between these two groups . The perisital of the mean score further indicates that the high n-Ach pupils are better educationally adjusted than that of the average n-Ach group of adolescent pupils though statistically insignificant.

It is also evident from the table no. 19 that high n-Ach group of pupils has a minimum of 3.54

mean score while the mean scores of average n-Ach pupils and low n-Ach pupils are 3.88 and 4.51 respectively. The data reveal that the high n-Ach group of pupils has a better educational adjustment in comparison to the rest of the two n-Ach groups of pupils. It can also further said that average n-Ach pupils have a good deal of educational adjustment than that of the low n-Ach group of pupils which are mal adjusted.

Therefore in the light of the above results it can be easily inferred that Educational Adjustment is a factor which has got an impact on the need achievement of the adolescent pupils.

#### 4. IMPACT OF TOTAL ADJUSTMENT ON NEED ACHIEVEMENT.

"It has been observed from table No.20 that F-ratio being 1.12 (df= 2,397 and P= N.S. ) is not significant at any level of confidence. The F-ratio indicates that all the three n-Ach groups of adolescent pupils are almost same in nature with regards to their total adjustment. Thus there is no any significant difference among themselves as far as the adjustment in toto is concerned. As we know that with the help of F-ratio, we can only search the presence of difference among the different groups. To find out the difference among the particular set of groups the 't' test is further applied.



TABLE No. 20 - Summary : Analysis of Variance -  
 Reflection of Adjustment on the three levels  
 of Need Achievement.  
 (low = 104, Average = 182 , High = 114 )

Sources of variance	Sum of Squares	df	Mean Square	F	P
Among groups	109.35	2	54.68	1.12	N.S.
Within groups	19474.45	397	49.05		

Table no. 21 reflects that the mean squares of low and average n-Ach groups are 1540 and 1452 respectively which shows a slight difference between these two groups . The 't' value being 1.69 reveals that the difference in the mean scores is not significant at confidence . In other words the two groups viz. low and average groups are almost similar in nature as far as their total adjustment is concerned .

Again the mean scores of low and high n-Ach groups of adolescent pupils with respect to their total adjustment are 15.40 and 14.00 respectively . The 't' value being 1.97 is significant at .05 level of confidence. It reveals that the two comparing groups are significantly different ( $P < .05$ ) from each other on the bases of their adjustment moduli .

On comparing the obtained mean scores of average and high n-Ach groups , it is revealed that there is no any

significant difference between them. The mean of average n-Ach group is 14.52 with standard deviation of 2.89 while the mean scores of high n-Ach group 14.00 with a standard deviation of 5.67. The 't' value of 0.97 does not reveal any significant difference between the two groups. Therefore it can be concluded that average and high n-Ach groups of adolescent pupils are of the same nature as far as their total adjustment is concerned.

TABLE -21- Showing Mean , S.D. and 't' values on total adjustment of adolescent pupils belonging to low, average and high n-Ach levels .  
(low = 104, Average= 182 , High = 114 ).

Comparing groups	Mean	S.D.	't'	P
low n-Ach	15.40	4.78		
vs			1.69	N.S.
Average n-Ach	14.52	2.89		
low n-Ach	15.40	4.78		
vs			1.97	< .05
High n-Ach	14.00	5.67		
Average n-Ach	14.52	2.89		
vs			0.97	N.S.
High n-Ach	14.00	5.67		

Thus it is evident from the table No. 21 that high n-Ach group of pupils have a minimum mean score of 14.00 while the mean scores of average and low n-Ach group of pupils are 14.52 and 15.40 respectively. The data reveals that the high n-Ach group of pupils has better adjustment in comparison to the rest of the two n-Ach groups of pupils. It can also be further said that low n-Ach is mal adjusted while the average n-Ach group stands in between them by the total adjustment point of view .

Ahluwalia and Siddhu (1961) confirmed the findings stating that emotional problems are appeared to effect most of the academic achievement. De and Khan (1969) also found in the pattern present findings that high need achievement is found in those who are better educationally adjusted . De and Singh (1970) , Badami and Badami (1972) concluded that better adjusted pupils have high need achievement. This confirms the researcher's findings. Mittal (1968) found a close relationship between adjustment and class attainment has a low positive correlation with educational performance.

At a bird's sight all the three groups of the

adolescent pupils i.e. low, average and high n-Ach groups of pupils seem to be similar. However the comparison on the basis of total adjustment does not give up inner picture of total adjustment pattern. Since area-wise differences among the three groups are significant, it therefore indicates that the various adjustment area i.e. emotional, social, and educational have significant impact on the need achievement of adolescent pupils.

Therefore, the hypothesis no.1 stating that 'there is no any significant impact of adjustment on need achievement of adolescent pupils,' has been thus rejected. Hence it can be concluded in brief that adjustment as a whole as well as its other areas i.e. emotional, social and educational also has got impact on need-achievement of adolescent pupils.

TABLE No. 22 - Showing Mean Scores on Adjustment areas (significant on 't' test) of adolescent pupils belonging to low, average and high n-Ach groups.

Adjustment areas	Comparing n-Ach groups					
	't' low-Average		't' low-high		't' Average-high	
Emotional	4.8	4.28	2.98		2.41	2.98 3.75
Social	2.34	5.98	6.66	2.38	5.98	6.74
Educational	1.97	4.51	3.88	2.62	4.51	3.54
Total				1.97	15.4	14.00

Conclusions -

Mean scores regarding adjustment and its other areas (significant on 't' test) of adolescent pupils belonging to the three n-Ach levels are shown in the above table No.22 .

When all the three n-Ach groups of adolescent pupils are compared in the light of the total adjustment and its other areas the following results have been obtained-

1. Average n-Ach pupils have significantly lower mean score on emotional adjustment than that of the low n-Ach pupils ( $P < .01$ ) and high n-Ach pupils ( $P < .05$ ) ..
2. Low n-Ach pupils and high n-Ach pupils have no any significant difference between themselves regarding emotional adjustment.
3. Low n-Ach group of pupils have significantly lower mean score on social adjustment than that of average n-Ach group of pupils ( $P < .05$ ) and high n-Ach group of pupils ( $P < .05$ ) .
4. Average and high n-Ach adolescent pupils have no any significant difference among themselves regarding social adjustment.
5. Adolescent pupils belonging to high n-Ach group have

- significantly lower mean score than that of low n-Ach group of pupils ( $P < .01$ ) on the basis of educational adjustment.
6. Average n-Ach pupils have significantly lower mean score on educational adjustment than that of low n-Ach group of pupils ( $P < .05$ ).
  7. There is no any significant difference between the adolescent pupils belonging to average and high n-Ach groups with regards to the educational adjustment.
  8. With regards to the total adjustment, the high n-Ach group of adolescent pupils have a significantly lower mean score ( $P < .05$ ) than that of low n-Ach group of pupils.
  9. There is no any significant difference between the adolescent pupils belonging to low and average n-Ach groups on one side and average and high n-Ach groups on the other side.

A clear cut picture thus, precipitates up to the surface that the adjustments of high n-Ach group of adolescent pupils are better with that of low n-Ach group of pupils. But when the different areas of adjustment are taken into consideration, the following conclusions come into existence vividly -

" The average need achievement group of pupils is emotionally stable while the low and high n-Ach groups are

emotionally unstable. The low and high n-Ach groups of adolescents are facing all the same similar situations and problems . The low need achievement group is on and often encircled with the hurries and worries of achieving proper place and performance. Having a failure in attaining so they reflect their unstable emotional behaviour. The high n-Ach group of adolescent pupils has to ~~fulfil~~ fulfil the educational achievements according to the target though up and made up by their elders generally. This condition imposed by the elders may perhaps be responsible for their unstable educational behaviour.

The low need achievement group of pupils is aggressive in behaviour and thus shows a mal adjustment in its behavioural pattern. On the other hand the average and high need achievement groups are submissive and retreating . It is because the low n-Ach group of pupils is involved in the activities other than the educational and academic performances. It is also because they are always in the grip of instructions extended by their elders to be busy with their books and courses. These groups virtually show their social adjustment in their behavioural pattern .

The low need achievement group of adolescent pupils is poorly adjusted towards their co-curricular



programmes while the average and high n-Ach group of pupils being educationally adjusted are leaned and thus interested on their school programmes. It is because the school teachers generally pick up first high and then average n-Ach groups of pupils for co-curricular activities and school programmes while the low need achievement group of pupils almost remain untouched by the school (each regarding these programmes and activities).

Ultimately in brief , it can be concluded that low need achievement group of pupils is emotionally unstable, aggressive in behaviour and has poor curricular and co-curricular habits. As a whole they are mal-adjusted. On the other hand high n-Ach group of pupils are emotionally unstable but are submissive and retering. They are interested in school programmes and thus they are well adjusted.

#### PART B -

#### IMPACT OF SELF - CONCEPT ON NEED ACHIEVEMENT

In this part of the study an attempt has been made to show the impact of Self-concept on Need Achievement of adolescent pupils. For this purpose the statistics of analysis of variance (F-ratio) has been employed

followed by the 't' test. For analysis and interpretation of the data, this section has been divided into the following seven sub-groups -

1. Impact of Physical Self Concept on Need Achievement .
2. Impact of Social Self Concept on Need Achievement .
3. Impact of Temperamental Self-Concept on Need Achievement.
4. Impact of Educational Self-Concept on Need Achievement.
5. Impact of Moral Self-Concept on Need Achievement.
6. Impact of Intellectual Self-Concept on Need Achievement.
7. Impact of total Self-Concept on Need Achievement.

#### 1. IMPACT OF PHYSICAL SELF CONCEPT ON NEED ACHIEVEMENT

Table No.23 given below shows F-ratio computed for three groups of adolescent pupils viz. low, average, and high need achievement . It can be observed that F-ratio falls significant at .01 level of confidence ( $F=14.98$ ,  $df=2, 397$ ).

TABLE No. 23- Summary: Analysis of variance. Reflection of Physical Concept on the three levels of Need Achievement.  
(low =104, Average =182, High =114)

Sources of Variations	Sum of squares	df	Mean squares	F	P
Among groups	126.79	2	63.39	14.98	<.01
Within groups	1680.12	397	4.23		

This shows that all the three groups of need achievement differ significantly from each other with regards to their physical self-concept.

Table No.24 indicates that mean score of low and average need achievement groups are 30.79 and 30.46 having standard deviations 3.82 and 4.75 respectively. The 't' value being 0.65 does not indicate any significant difference between the two groups with regards to their physical self-concept. In spite of this fact, it is obvious that there is a difference of 0.33 in the two groups. The peristyle of the mean scores further reveals that low n-Ach pupils have higher physical self-concept than that of the average n-Ach adolescent pupils - though not significant at any level of confidence.

TABLE No. 24 - Showing Mean, S.D. and 't' values on physical self-concept of Adolescent pupils belonging to low, average and high n-Ach levels.  
( $N_1=104$ ,  $N_2=182$ ,  $N_3=114$ )

Comparing groups	Mean	S.D.	't'	P
Low n-Ach groups	30.79	3.82		
vs			0.65	N.S.
Average n-Ach group	30.46	4.75		
Low n-Ach group	30.79	3.82		
vs			2.63	<.01
High n-Ach group	29.37	4.14		
Average n-Ach group	30.46	4.75		
vs			2.1	<.05
High n-Ach group	29.37	4.14		

Table no. 24 further reflects that the two groups i.e. low and high n-Ach groups of adolescent pupils have a mean scores of 30.79 and 29.37 respectively. The 't' value being 2.63 shows that there exists a significant difference between these two groups at .01 level of confidence of adolescent pupils as far as their physical self-concept is concerned. The low n-Ach group of adolescent pupils has significantly higher physical self-concept in comparison to the high n-Ach group of adolescent pupils.

On comparing the means of average n-Ach group ( $M=30.46$ ,  $S.D.=4.75$ ) and high n-Ach group ( $M=29.37$ ,  $S.D.=4.14$ ) with respect to physical self-concept, the 't' value was found to be 2.1 which is definitely significant at .05 level of confidence. Average n-Ach group of adolescent pupils has higher mean score in comparison to that of high n-Ach group of adolescent pupils.

Therefore it is evident that the average n-Ach adolescent group pupils have a better physical self-concept than that of high n-Ach group of adolescent pupils.

It is also obvious from table no.24 that low n-Ach group of pupils has highest mean score of 30.79 while the mean scores of the average and high n-Ach groups are 30.46 and 29.37 respectively. The data reveals that

the low n-Ach group of adolescent pupils has significantly higher self-concept with that of high n-Ach group of adolescent pupils ( $P < .01$ ) .

Again the high n-Ach group of pupils has a lowest mean score among all the three n-Ach groups of adolescent pupils as far as their physical self concept is concerned.

In the light of the above inferences it can be concluded that physical self-concept plays an effective role by the point of view of having an impact on need achievement of adolescent pupils .

## 2. IMPACT OF SOCIAL SELF-CONCEPT ON NEED ACHIEVEMENT.

It has been observed from Table No. 25 that F-ratio being 3.91 shows that the three groups differ significantly from each other at .05 level of confidence as far as social self-concept is concerned.

TABLE No. 25 -Summary Analysis of Variance . Reflection of social self-concept on the three levels of Need Achievement. (low =104, Average =182, High=114)

Sources of Variations	Sum of squares	df	Mean squares	F	P
Among groups	241.66	2	120.83	3.91	$< .05$
Within groups	12266.9	397	30.80		

Thus it is obvious that the social self-concept has got a significant effect upon the need achievement of adolescent pupils.

Table No. 26 reveals the fact that there is a significant difference in between low n-Ach and average n-Ach group of pupils . The mean score of the two groups are 28.5 and 29.81 with S.D. being 5.15 and 5.2 respectively. As the 't' value 2.08 is significant at .05 level it can be said that the average n-Ach pupils have significantly higher social self-concept than that of low n-Ach group of pupils.

Again there is a significant difference at .01 level in between low and high n-Ach group of adolescent pupils . The low n-Ach group has a mean score of 28.5 and standard deviation 5.15 while the high n-Ach group has a mean score of 30.59 and standard deviation 5.00 . The 't' value being 3.03 indicates that there is a significant difference at .01 level between the two groups . The mean scores are the indications of the fact that high n-Ach adolescent pupils have significantly higher social self-concept than that of low n-Ach adolescent pupils. Further the table no.26 shows that there is not any significant difference in between the average and high n-Ach groups of adolescent pupils . The average n-Ach group has

a mean score of 29.81 and standard deviation 5.2 while the high n-Ach group has a mean score of 30.59 and standard deviation 5.00 . The 't' value being 1.28 shows that there is not any significant difference between the two groups of adolescent pupils i.e. average n-Ach and high n-Ach , as far as the social self concept is concerned.

TABLE No. 26 - Showing Mean , S.D. and 't' values on Social Self-Concept of Adolescent pupils belonging to low, average and high n-Ach .  
(N<sub>1</sub> = 104, N<sub>2</sub> = 182, N<sub>3</sub> = 114)

Comparing groups	Mean	S.D.	't'	P
Low vs Average	28.5 29.81	5.15 5.2	2.08	< .05
Low vs High	28.5 30.59	5.15 5.00	3.03	< .01
Average vs High	29.81 30.59	5.2 5.0	1.28	N.S.

It is evident from the table No.26 that high n-Ach.group of pupils have a maximum mean score of 30.59 while mean score of average n-Ach and low n-Ach. group are 29.81 and 28.5 respectively. The data reveal that the high n-Ach group of adolescent pupils significantly has higher social self-concept ( $P < .01$ ) than that of low n-Ach. group of adolescent pupils. The low n-Ach group has the lowest social self-concept among



all the three groups.

Therefore , in the light of above results it can be said that social self-concept is a factor which effects the need achievement of adolescent pupils.

### 3. IMPACT OF TEMPERAMENTAL SELF-CONCEPT ON NEED ACHIEVEMENT.

It is observed from Table No.27 that there is a significant difference among low n-Ach. , average n-Ach. and high n-Ach. groups of adolescent pupils, on the basis of temperamental self-concept. The F-ratio 3.11(df=2,397) is significant at .05 level of confidence .

TABLE No. 27 - Summary Analysis of Variance . Reflection of Temperamental Self-Concept on the three levels of Need Achievement.  
(low = 104, Average= 182, High =114)

Sources of Variations	Sum of squares	df	Mean squares	F	P
Among groups	150.96	2	75.48	3.11	<.05
Within groups	9634.98	397	24.27		

Table No.28 indicates that mean scores of low and average need achievement groups are 30.79 and 31.75 with standard deviations of 3.13 and 4.53 respectively . The 't' value being 2.13 reveals that there exists a significant difference at .05 level between low n-Ach. and average n-Ach.

groups with regards to temperamental self-concept. Average n-Ach. pupils have a higher mean score than that of lower n-Ach pupils . It indicates that average n-Ach group pupils are better in temperamental self-concept than that of low n-Ach. group of pupils .

TABLE No. 28- Showing Mean, S.D. and 't' values on Temperamental Self-Concept of Adolescent pupils belonging to low , average and high n-Ach. levels. (N1=104, N2= 182, N3=114)

Comparing groups	Mean	S.D.	't'	P
Low vs Average	30.79 31.75	3.13 4.53	2.13	< .05
Low vs High	30.79 32.14	3.13 3.81	2.87	< .01
Average vs High	31.75 32.14	4.53 3.81	0.8	N.S.

Table No.28 further reveals that the two groups i.e. low n-Ach. and high n-Ach. group of adolescents have mean scores of 30.79 and 32.14 respectively. The 't' value being 2.87 is significant at .01 level of confidence. It means that both the comparing groups have a significant difference on the basis of temperamental self-concept . Higher mean score is the indication of good self-concept while lower mean score means a lower

degree self-concept . Therefore, it can be said clearly that high n-Ach. group of pupils has a better temperamental self-concept than that of low n-Ach. group of pupils.

On comparing the means of average n-Ach. group (M= 31.75 , S.D.= 4.53) and high n-Ach. group (M=32.14, S.D.= 3.81) with respect to temperamental self-concept , the 't' value was found to be 0.80 which does not indicate any significant difference between the two groups. Inspite of this it is clear that there is a mean difference of 0.39 between the two groups . The peristyle of the mean scores further indicates that high n-Ach pupils have higher temperamental self-concept than that of average n-Ach pupils, though not significant.

It is also evident from the Table No.28 that high n-Ach. group of pupils has a minimum mean score of 32.14 while the mean scores of average and low n-Ach. pupils are 31.75 and 30.79 respectively. The data reveals that high n-Ach and average n-Ach pupils have significantly higher mean score than that of low n-Ach. pupils at .01 level and .05 level of confidence respectively on temperamental self-concept. It is also clear that average and high n-Ach. groups are almost similar with respect to temperamental self-concept because there is not any significant difference between these two comparing groups.

Thus in the light of the above discussion and interpretations it can be concluded that temperamental self-concept is a factor which effects the level of need achievement of adolescent pupils.

#### 4. IMPACT OF EDUCATIONAL SELF-CONCEPT ON NEED-ACHIEVEMENT-

It is observed from the Table no.29 that there is a significant difference among the low, average and high n-Ach level groups ( $F=4.13$ ,  $df=2$ ,  $397$ ,  $P<.05$ ) beyond the .05 level of confidence. Thus it is confirmed that all the three comparing groups i.e. low, average and high n-Ach groups of adolescent pupil differ from each other significantly at .05 level of confidence with regards to educational self-concept.

TABLE No. 29- Summary : Analysis of Variance.  
Reflection of Educational Self-Concept on  
the three levels of Need Achievement.  
(Low=104, Average=182, High =114)

Sources of Variations	Sum of squares	df	Mean squares	F	P
Among groups	175.80	2	87.90	4.13	<.05
Within groups	4463.14	397	21.32		

Table No.30 reveals the 't' value of 0.57 in between the low and average n-Ach. groups, which is not

significant at any level of confidence . The mean score of the low n-Ach group is 33.00 while for average n-Ach group value is 32.68. It means that low n-Ach group is comparatively better in educational self concept than that of average n-Ach. group.

Again by employing 't' test in between the low and high groups of n-Ach. of adolescent pupils, the 't' value comes to be 2.56, showing a significant difference at .05 level of confidence with regards to the educational self-concept. The low n-Ach. group has a mean score of 33.00 while <sup>high</sup> n-Ach. pupils have a mean score of 31.36. Therefore , it can be said clearly that low n-Ach. adolescent pupils have significantly higher educational self-concept than that of high n-Ach. adolescent pupils.

TABLE No.30- Showing Mean , S.D. and 't' Values on Educational Self-Concept of Adolescent pupils belonging to low , average and high n-Ach. levels.  
(N<sub>1</sub> =104, N<sub>2</sub>=182, N<sub>3</sub>= 114)

Comparing groups	Mean	S.D.	't'	P
Low vs Average	33.00 32.68	4.55 4.52	0.57	N.S.
Low vs High	33.00 31.36	4.55 4.83	2.56	<.05
Average vs High	32.68 31.36	4.52 4.83	2.36	<.05

Further more the Table No. 30 indicates that the two groups i.e. average n-Ach. and high n-Ach having the mean score 32.68 and 31.36 with standard deviations 4.52 and 4.83 respectively, has got the 't' value to be 2.36. It means that two groups differ significantly beyond .05 level of confidence with each other. Average n-Ach. group has a higher mean score than that of high n-Ach. group. Hence it is clear that average n-Ach. adolescent pupils are better in educational self-concept than that of their counterparts.

It is evident from the Table No.30 that low n-Ach. group of pupils has the highest mean score of 33.00 while mean scores of average n-Ach. and high n-Ach group of pupils are 32.68 and 31.36 respectively. The data reveal that the low and average n-Ach. pupils have higher significant mean score ( $P < .05$ ) than that of high n-Ach pupils. The low and average n-Ach. adolescent pupils are almost similar in behaviour as far as educational self concept is concerned.

Thus in the light of above facts it can be said that educational self-concept is a factor which shows impact on need achievement of the adolescent pupils.

5. IMPACT OF MORAL SELF CONCEPT ON NEED ACHIEVEMENT.

It has been observed from the Table No.31 that F-ratio being 3.02 shows that the three groups differ significantly at .05 level from each other as far as the moral self-concept is concerned. Thus, it is obvious that the moral self-concept has got a significant effect upon the need achievement of adolescent pupils.

TABLE No. 31 - Summary: Analysis of Variance .  
Reflection of Moral Self-Concept on the three  
levels of Need Achievement.  
(low =104, Average =182 , High = 114)

Sources of variations	Sum of squares	df	Mean squares	F	P
Among groups	149.57	2	74.78	3.02	<.05
Within groups	9829.41	397	24.76		

Table No. 32 reveals the fact that there is a significant difference in between the low n-Ach. and average n-Ach. group of adolescent pupils. The mean score of the two groups are 29.82 and 31.26 with standard deviations being 4.26 and 5.12 respectively. The 't' value being 2.57 is significant at .05 level of confidence . Therefore, it can be said that average n-Ach. pupils are significantly better in moral self-concept than that of low n-Ach. pupils.



TABLE No. 32- Showing Mean, S.D. and 't' values on Moral Self-Concept of Adolescent pupils belonging to low, average and high n-Ach. levels.  
(N1= 104, N2= 182, N3= 114)

Comparing groups	Mean	S.D.	't'	P
Low vs Average	29.82 31.26	4.26 5.12	2.57	< .05
Low vs High	29.82 30.37	4.26 5.34	0.85	N.S.
Average vs High	31.26 30.37	5.12 5.34	1.41	N.S.

Further the Table No.32 shows that there is not any significant difference in between the low and high n-Ach. groups of adolescent pupils. The low n-Ach. group has a mean score of 29.82 and standard deviation 4.26 while the high n-Ach. group has a mean score of 30.37 and standard deviation 5.34. The 't' value being 0.85 shows that there is not any significant difference between the two groups of adolescent pupils with respect of moral self-concept.

On comparing the means of average n-Ach. group (M=31.26, S.D.=5.12) and high n-Ach. group (M=30.37, S.D.=5.34) with respect to moral self-concept, the 't' value was found to be 01.41 which does not indicate any significant

difference between the two groups, inspite of this, it is clear that there is a mean difference of 0.89 between the two groups, The peristyle of the mean score further indicate that average n-Ach. pupils have a better moral self-concept than that of high n-Ach. pupils though not significant at any level of confidence.

It is evident from the table no.32 that average n-Ach. group of pupils have a maximum mean score of 31.26 while the mean score of low and high n-Ach. pupils are 29.82 and 30.37 respectively. The data reveal that average n-Ach. pupils have significantly higher moral self-concept than that of low n-Ach. pupils. But on the other hand average and high n-Ach. pupils as well as low and high n-Ach. pupils are almost similar with each other with respect to moral self-concept. Thus, it can be said in the last that average n-Ach. group of adolescent pupils has better moral self-concept.

Therefore, in the light of above facts it can be concluded that moral self-concept is a factor which effects the level of need-achievement of adolescent pupils.

#### 6. IMPACT OF INTELLECTUAL SELF-CONCEPT ON NEED ACHIEVEMENT.

It has been observed from Table No.33

that F-ratio being 0.40 (df= 2, 397, P= N.S.) is not significant at any level of confidence. The F-ratio indicates that all the three need-achievement groups of adolescent pupils are of similar nature with respect to their intellectual self-concept. There is no any difference among themselves as far as intellectual self-concept is concerned.

TABLE No. 33 - Summary: Analysis of Variance.  
Reflection of Intellectual Self-Concept on the  
three levels of Need Achievement.  
(Low= 104, Average=182 , High = 114)

Sources of variations	Sum of squares	df	Mean squares	F	P
Among groups	15.37	2	7.68	0.40	N.S.
Within groups	7536.63	397	18.98		

Table No.34 reflects that the mean scores of low and average need achievement groups are 29.29 and 29.38 respectively. There is only a difference of .9 between these two groups. The 't' value being 0.17 indicates that the difference in mean scores is not significant even at .05 level of confidence. In other words the two groups low and average need-achievement groups are of similar nature as far as their intellectual self-concept is concerned.

\* Again the mean scores of low and high need

achievement groups of adolescent pupils with respect of their intellectual self-concept are 29.29 and 29.43 respectively. The 't' value of 0.23 is not significant at any level of confidence. It reveals that the two comparing groups are of the same nature with respect to intellectual self-concept.

TABLE No. 34 - Showing Mean, S.D. and 't' values on Intellectual self-concept of Adolescent pupils belonging to low, average and high n-Ach levels.

Comparing groups	Mean	S.D.	't'	P
Low vs Average	29.29 29.38	5.12 3.96	0.17	N.S.
Low vs High	29.29 29.43	5.12 5.05	0.23	N.S.
Average vs High	29.38 29.43	3.96 5.05	0.82	N.S.

On comparing the obtained mean scores of average and high need achievement groups of adolescent pupils it is reflected that there is also no any significant difference between them. The mean score of average n-Ach. pupils is 29.38 with standard deviation of 3.96 while the mean score of high n-Ach. pupils is 29.43 with standard deviation of 5.05. The 't' value 0.82 does not

of adolescent pupils, as far as the total self concept is concerned.

It is evident from Table No. 36 that Average n-Ach group of pupils have a maximum mean score of 185.55 while the mean scores of low and high n-Ach group of pupils are 181.74 and 184.49 respectively. The peristyle of mean scores reveals that average n-Ach group of pupils are significantly better in total self concept in comparison to low n-Ach pupils. The average n-Ach pupils also have higher mean score on total self concept with that of high n-Ach pupils.

There are various studies regarding self - concept and scholastic achievement . Dyson (1967) and Saraswat and Gaur (1979) found a positive relationship between these two variables. Vasantha (1975) concluded that high and low achievers could be differentiated on the basis of self concept. Shivappa (1969) and Krishna and Agrawal (1978) also studied in the same direction. Krishna and Agrawal (1978) also confirmed that high self concept is associated with high need achievement. These findings confirm the conclusion of the present place of

work. Prakash (1977) found that self-concept was not related with need achievement while Watkins (1981) concluded that physical self-concept and identity were significant predictor of academic achievement. High need achievement is associated with high academic achievement (Krishna and Agrawal, 1978) . Deo and Sharma (1970) also found that low achievement was associated with self rejection.

All the above findings confirm the finding of the present piece of work.

A perusal of all the three groups of the adolescent pupils i.e. low, average and high need achievement seems to be similar . However, the comparison on the basis of total self-concept does not give us inner picture of their mode of self-concept. Since , average differences among the three groups are significant. It therefore, indicates that the various self-concept areas i.e. physical , social , temperamental , educational and moral have a significant impact on the need achievement of adolescent pupils. There is only one area of self-concept i.e. intellectual has not any effect on the need-achievement of adolescent pupils.



Therefore, the Hypothesis No.2 stating that, " there is not any significant effect of self-concept on need achievement of adolescent pupils" is rejected. Hence, it can be concluded in short that self-concept as a whole and as well as its other areas i.e. physical, social, moral, temperamental and educational also effect the need achievement of adolescent pupils.

Conclusion :-

Mean Scores on self-concept and its other areas (significant on 't' test ) of adolescent pupils belonging to low , average and high need achievement levels are given in Table No. 37.

TABLE No. 37- Mean Scores on Self-Concept (Significant on 't' test ) of adolescent pupils belonging to low , average and high n-Ach. groups.

Self Concept	Comparing n-Ach. groups								
	't'	low	Ave- rage	't'	low	High	't'	Ave- rage	High
Physical				2.63	30.79	29.37	2.1	30.46	29.37
Social	2.03	28.5	29.81	3.03	28.5	30.50			
Temperamental	2.13	30.70	31.75	2.87	30.70	32.14			
Educational				2.56	33.0	31.36	2.36	32.68	31.36
Moral	3.57	29.82	31.26						
Intellectual									
Total	2.43	181.74	185.55						



When all the three n-Ach. groups of adolescent pupils are compared in the light of self-concept, the following results are obtained :-

- 1- High n-Ach. pupils have significantly higher mean score on physical self-concept with that of low n-Ach. ( $P < .01$ ) and average n-Ach. ( $P < .01$ ) pupils.
- 2- Low & Average n-Ach. pupils have not any significant difference on physical self-concept .
- 3- Average and high n-Ach. pupils have significantly higher mean score on social self-concept with that of low n-Ach. pupils ( $P < .05$ ) and high n-Ach pupils ( $P < .01$ ) .
- 4- Average and high n-Ach. pupils have not any significant difference on Social Self-Concept with each other.
- 5- Average and high n-Ach. pupils have significantly higher on temperamental self-concept with that of low n-Ach. pupils at .05 and .01 level respectively.
- 6- Average and high n-Ach. pupils have not any significant difference on temperamental self-concept with each other.
- 7- Low and average n-Ach. pupils have significantly higher mean score ( $P < .05$ ) on educational self-concept with that of high n-Ach. pupils .01 .

- 8- Low and average n-Ach. pupils have almost similar mean scores on educational self-concept and have no any significant difference with each other.
- 9- Average n-Ach. pupils have significantly higher mean scores ( $P < .05$ ) on moral self concept with that of low n-Ach. pupils.
10. High n-Ach. pupils had no any significant difference than that of low n-Ach. and average n-Ach. pupils on moral self-concept.
11. On intellectual self-concept there is not any significant difference among low, average and high n-Ach. groups of adolescent pupils. All the n-Ach. groups are almost similar as far as intellectual self-concept is concerned.
12. Average n-Ach. pupils have significantly higher self-concept ( $P < .05$ ) with that of low n-Ach. pupils.
13. There is not any significant difference on self-concept in between high n-Ach. pupils and low n-Ach. pupils as well as high n-Ach. pupils and average n-Ach. pupils.

The high need achievement group of pupils owing to be busy with their studies in the wake of academic achievement do not find much time to pay attention towards

their bodies, physical appearance and strength. They devote most of their time with their books and are generally weak. That is why they are not physically sound. The average and low group adolescent pupils on the other hand are physically sound and well looking, regarding their physical appearance and are rather good in strength in comparison to high n-Ach. group as they are generally in touch with games, exercises and other extra curricular activities.

The high n-Ach. group has got a sense of worth regarding their social interaction. Same is the case with the average n-Ach. group. The low n-Ach. group shows a reverse behaviour. They have not got such type of sense of worth.

The high n-Ach. group as well as the average n-Ach. group shows almost the same attitude towards their emotional state and predominance of a particular kind of emotional reaction.

The average need achievement group of pupils show their positive view and performance towards their teachers and are generally interested in taking part in the extra curricular activities. The high need achievement group of pupils is opposite to that of average n-Ach. group.

The average n-Ach. group of pupils is morally sound. The high n-Ach. group of pupils on the other hand is not so much morally unstable.

When we consider the impact of total self-concept on need achievement of the adolescent pupils, it is being observed that the average n-Ach. group has a sound knowledge about themselves i.e. their thinking, their feelings and their behaviour while the high and low n-Ach. pupils have lesser and fewer knowledge about themselves.

In brief we can say that the high n-Ach. group of pupils are almost unaware about their physique formation and physical appearance. They have got a sense of worth regarding their social interaction. They have got a clear and smooth view of prevailing emotional state or predominance of a particular kind of emotional reaction i.e. sensitivity in their emotional feelings.

The average n-Ach. group is physically sound, good in strength, they also have a sense of worth regarding the social behaviour and are sensitive. They show a considerable amount of interest in relation to school teachers and extra curricular activities. They are almost morally sound.

The low n-Ach group of pupils are healthy, pay attention towards their bodies, also nice physical appearance and strength. They possess very fewer sense of worth regarding their social interactions. They try to have good relationship with the teachers and are good at curricular activities but they are morally weak.

#### PART C - RELATIONSHIP BETWEEN SELF-CONCEPT AND ADJUSTMENT.

In this section an attempt has been made to study the relationship between self-concept and adjustment. To find out the relationship between self concept and adjustment, coefficient of correlation by product moment technique was applied. This section for analysing and interpreting the data is divided into the following three sub-groups.

1. Relationship between self-concept and adjustment on low n-Ach.
2. Relationship between self-concept and adjustment on average n-Ach.
3. Relationship between self-concept and adjustment on high n-Ach.
4. Relationship between self concept and adjustment.

Table No. 38 shows the correlation values computed in between two variables i.e. adjustment and self-

Concept. The adolescent pupils were classified into three groups according to their need achievement levels i.e. low, average, and high.

TABLE No. 38- Showing Co-efficient of correlation between Self Concept and adjustment of different groups.

Groups	N	df	Significant value of		r obtained	P
			at .05 level	at .01 level		
Low n-Ach	104	102	.19	.25	-.10	N.S.
Average n-Ach	182	180	.13	.18	-.31	<.01
High n-Ach	114	112	.17	.23	-.09	N.S.
Total Group	400	398	.09	.12	-.067	N.S.

#### 1. RELATIONSHIP BETWEEN SELF-CONCEPT AND ADJUSTMENT ON LOW NEED ACHIEVEMENT .

There are 104 pupils in the low n-Ach group. Correlation value in between the adjustment scores and self-concept scores was found to be - .01 which is not significant at any level. It indicates that there is not any relationship between adjustment and self-concept. The obtained r value -.1 is only due to the chance-factor.

#### 2. RELATIONSHIP BETWEEN SELF-CONCEPT AND ADJUSTMENT ON AVERAGE NEED ACHIEVEMENT.

The correlation value between adjustment



and self-concept variables of average need achievement groups of adolescent pupils is  $-.31$  . It reveals a negative significance at .01 level of confidence. It means that there is an inverse relationship in between adjustment and self-concept variables. This inverse relationship is quite significant at  $(P < .01)$  .

### 3. RELATIONSHIP BETWEEN SELF-CONCEPT AND ADJUSTMENT ON HIGH NEED ACHIEVEMENT.

High need-achievement group of adolescent pupils indicate a correlation value of  $-.09$  in between adjustment and self-concept scores. This  $r$  value is not significant at any level . This may be due to the chance factors. Therefore, it can be concluded that there is not any relationship in between adjustment and self-concept of the adolescent pupils belonging to high need-achievement group.

### 4. RELATIONSHIP BETWEEN SELF - CONCEPT AND ADJUSTMENT AMONG TOTAL GROUP :-

The obtained value of Correlation ( $r = -.067$ ) for the total group of 400 pupils in between adjustment and self-concept is neither significant at .01 level and nor at .05 level of confidence . Therefore , it can be said that adjustment and self-concept have not any relation



with each other and both have their separate identity. The obtained  $r$  value may be due to the chance factor.

Table No. 38 reveals that in the mentioned groups, the obtained correlation values are quite different. One striking factor in the correlation is that none of the group, the value of correlation between self-concept and adjustment is positive. The highest correlation is found in the group of average  $n$ -Ach ( $r = -.310$ ), the group of low  $n$ -Ach ( $r = -.10$ ), the group of high  $n$ -Ach. ( $r = -.09$ ) and in total group ( $r = -.067$ ). Only in the average  $n$ -Ach group the two variables i.e adjustment and self-concept scores are significantly related ( $P \leq .01$ ) but negatively. It reveals an inverse relationship between the two aforesaid variables.

Thus we can say, that self-concept and adjustment both are playing their roles in a quite different manner. Hence, our Hypothesis No.3. " There is not any significant relationship between self-concept and adjustment, " is approved for low and high  $n$ -Ach. groups of adolescent pupils. But, however, as average need-achievement is concerned, our framed Hypothesis is rejected and we can say that self-concept and adjustment both are significantly co-related but it is from negative side and they

can be placed in a bipolar continuism.

Tiwari and Tiwari (1968) pointed out that highly adjusted students had a stronger super-ego , ego strength and autonomy. Pathak (1978) found a high significant correlation between self-concept and adjustment . Medonald and Elizabeth (1981) concluded indicated a consistent relationship among self-concept and social adjustment. Srivastava and Alam (1983) concluded that adjustment and anxiety determine self-perception. They also confirmed that self-perception is a function of adjustment and anxiety. Poor adjustment and high anxiety results into a feeling of inadequacy, inferiority , insecurity and self-devaluation of individual leading to adverse impact on individuals self-perception. Contrary, to these findings, according to the findings of the present piece of research, there is negative relationship between self-concept and adjustment. This negative relationship is significant for in case of average need achievement group, while for low and high need achievement group this negative relationship was not found significant . These findings may be understandable in the sense that all the comparing groups belong to different socio-economic status and their habitation is also entirely different. There may be so many

variables which effect their personality patterns. It is but natural that they will differ with regards to their mode of adjustment and thus our findings confirm this fact. .

#### Conclusion :-

The correlation values between the self-concept and adjustment are given in Table No.38. When all the groups of adolescent pupils are correlated on the two above mentioned variables, the following results are obtained.

1. There is not any significant relationship between Self-Concept and adjustment (  $r = -.1$  ) in the group of low need achievement adolescent pupils .
2. As regards , average need-achievement group of adolescents is concerned, there is a negatively significant relationship (  $r = -.31, p < .01$  ), between self-concept and adjustment.
3. There is also not any significant relationship between self-concept and adjustment (  $r = .09$  ) in the group of high n-achievement adolescent pupils.
4. In the total pupils also , there is not any relationship between self-concept and adjustment (  $r = -.067$  ).

The linear correlation value obtained clearly indicate an inverse relationship between the two variables i.e. adjustment and self concept . Low n-Ach group and high n-Ach groups have coefficient of correlation = .1 shows a slight negative relationship , which is nearer to zero. It indicates no correlation between self-concept and adjustment of these two groups . It means there is a free relationship between self concept and adjustment. But in the case of average n-Ach group , the correlation between the two variables being - .31 ( $P < .01$ ) indicates a clear out inverse relationship .

In brief it can be said that self concept and adjustment effect the Ss independently and the function of one does not effect the other one . In other words the need achievement is not the function of adjustment and self concept.

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The present chapter deals with the suggestions as to how the outcome of the present study may prove to be fruitful and helpful for different spheres of education. It has also been a positive effort of the researcher to put forth for further researches. There is a practical purpose of every research study whether it is a sociological survey or a psychological or educational study. The purpose is to produce worth citizens who may fulfil the demand of the society as well as of the country. That is why we have to make the experiments and researches in various fields of education and extend our suggestions which are fruitful for the progress of our society and country, we have to reach the natures of different categories of our society. By this point of view the study of adolescent pupils regarding their adjustment, self-concept and achievement motivation is of immense importance.

The present study is an attempt in compiling the information through various sources about the impact of adjustment and self-concept on the need achievement of adolescent pupils, may help the parents and teachers,

guidance workers and the government in supplying the suitable suggestions and directions to them. In this way the system of education which of course is being effected by the adolescents may have some improvement in itself.

#### IMPLICATIONS FOR TEACHERS AND PARENTS :

Adolescence is the spring of life. It is the period when an individual is neither a child nor an adult. The period comes compulsorily in the life of every individual but its complex nature has its origin in the life of every individual of the modern civilisation as well as the culture of nation to which the adolescents belong. Adolescence is a period in the life cycle of a human-being wherein one confronts with totalizing and restrictive situations so curiously patterned into a form which allows a scope for and analytical study. The parents have to deal adolescents in home and teachers in school.

The teacher is fully responsible for the fulfilment of the purpose of school. The purpose of school in a democratic society is the promotion of maximum of individual growth in a social context . That is besides individual growth we also want to foster in the child. The real democratic habits , skills and attitudes because it is on this that the future of our democracy will depend. The teacher



has a major responsibility in developing these traits in the pupils.

It is of immense importance the finding of the study regarding the adolescent pupils that the average need achievement group of the adolescent pupils is emotionally ~~un~~stable where as the high and low need achievement groups are comparatively more<sup>was</sup> stable. It means the adolescents perceiving good performance and those showing very poor performance are always in the grip of unstability as far as their emotional behaviour is concerned. The adolescents of these two groups begin to show their feeble emotional behaviour whenever there arises any situation. It is because the adolescent pupils having good performance are always with course books and worry for their performances. It cuts off their contacts with the society and with the elders. On the other hand the adolescent pupils having poor performances face a negligent behaviour from the society and elders. They do not gather proper place in the family and in the society as well. Here starts the role of the teachers along with the parents of the adolescent pupils. The parents at homes should extend a sympathetic behaviour to the adolescents who are lagging in good scholastic and academic performances. The parents at homes should be in the regular touch with such type of



adolescents so that they may pertain a stability regarding their emotional behaviour . Adolescence is the time when the individual is expected to prepare for adulthood by replacing childish activities behaviour pattern with those of an adult type. Adolescence is a stage of human development, not an empire or even a colony . The mission of adult world is to help teen agers to become adult , adult raising their standards and values to maturity rather than by lowering adulthood to their insecure insecure maturity. The task for the adult world is to make adolescence a step towards growing up not a privilege to be exploited. The teen agers represent a fundamental dilemma of life to grow and mature or to stay and be secure. Adolescence takes two steps ahead and one back. This is a decade of dilemmas for parents . They are torned between their desire to let their adolescents grow up and they urge to keep their beloved children close and safe. Therefore it is the foremost duty of the parents of the adolescents pupils to have a keen sight on this dilemma and unstability of the adolescents of low need achievement group so that they may improve their performances and come to the level of standard performances. The high need achievement group adolescents pupils are needed more

relaxations and may be allowed by the parents to join the company of different types of boys and games at homes. They are needed to be directed to play with the radios and may be allowed to see the different serials telecasted by Doordarshan meant for their ages. They may also be suggested to go through the different education programmes on T.V. which may be fruitful and give proper nourishment to their minds and bodies. Thus emotional instability of the high and low need achievement group adolescents may be minimised to a great extent.

Teachers may be suggested to arrange weekly, fortnightly and monthly movements to have contacts with the groups of low need achievement group of adolescents pupils with their parents and gather the different informations and routines of this age groups. Thus they can have a deep peep into the basic causes and they remove the hindrances regarding their emotional instability.

Thus the parents having adolescents of good and excellence performances and the teachers dealing such a group as well as that of adolescent pupils having low performances at schools , share an important responsibility together and separately to raise the emotional stability of these groups.

In the present study it has been found that high need achievement adolescent pupils are weak with their bodies and unfair in physical appearances and poor in strength . The parents at their homes may direct them to take care of their bodies and physical appearances and enlarge their strengths.

The teachers on the other hand may catagorise the adolescents of low and high need achievement pupils in separate groups and may train them to go through the games and exercises of their level as to encourage them towards their nice physique and proper strengths. For this purpose a separate period may be arranged for the importance of body, strength and physical appearance. Some 'Asans' of yoga may also be selected so as the adolescent pupils of this group may gain proper idea about their bodies system, food, diet and exercises. In this connection N.C.E.R.T. may be taken as a helping body which has done a lot in this sphere and is still engaged in different researches. The parents at home should also be vigilant regarding their timely and proper diets and rest.

In the present study it was found that the adolescent pupils attaining low performances and achievement motivation show aggressive behaviour and they are

socially mal adjusted . It means that due to having poor performances in school and being treated as separated from the rest of the class group , begin to show feeble behaviour . They are also unable to adjust themselves with the society as they are not treated well upto mark by their company . This type of behaviour presents a problem in the school and also in the homes .

Thus teachers and parents are suggested to observe their actions and art of teachers should be used in moulding and wiping out their behaviour . The teachers as well as the parents are suggested for such type of adolescent pupils to search out their needs that may be fulfilled whereas their aggressiveness be cooled down with sympathetic behaviour . Separate sections should be allotted to these groups of adolescent pupils and an individual coaching be arranged for these groups of pupils and thus their performances regarding academic and scholastic sphere can be raised and their behaviour can be normalised . Similarly a keen interest taken by the parents can encourage the adolescent pupils and they may make up the gaps between them and the rest of the groups . Extra time at homes and constant watch may also wash out their minds .

In the present study it was found that

the low n-Ach. group of pupils show low category of sense of worth regarding their social interaction. They are being neglected by the teachers and parents at one hand and they also avoid to face the teachers and the groups of the society .

Teachers and parents both may remove their troubles and adolescent pupils of low n-Ach. group may develop a well to do sense of worth regarding their social interactions.

In the present study it was found that the low n-Ach. group of adolescent pupils as well as the high group of adolescents groups are least interested in extra-curricular activities. The teachers as well as the parents may share this responsibility in inspiring these groups of adolescent pupils to take part in the extra curricular activities and parents at homes may give a freedom to such groups of adolescent pupils. The high need achievement group of pupils, owing to be busy with their books to achieve academic performance do not find to pay attention towards their bodies. The bodies are found to be physically weak generally. Their most of the time is devoted by them in achieving their targets. They think it to be the wastage of time and strength to pay time towards their strength.

as why they are not physically very sound. The low and average groups of adolescent pupils on the other hand are physically sound and well looking regarding their physical appearance. Opposite is the case with the average and low need achievements. They are in constant touch with games, exercises and other extra curricular activities. The high achievement group has got a sense of worth regarding their social interaction. Same is the case with average need achievers . The low need achievement group shows a reverse behaviour i.e. they have not got a sense of worth. the high n-Ach. group as well as the average n-Ach. group shows almost the same attitude towards their emotional state and performance of a particular kind of emotional reaction.

The average need achievement group of pupils show their positive view and performance towards their teachers and are generally taking part in extra curricular activities . The high need achievement group of pupils is opposite to that of average group..

In the study it was found that the average n-Ach. group of pupils is sound morally. The high n-Ach. group of pupils on the other hand are morally unstable.

" In the present study we consider that the average n-Ach group has a sound knowledge about themselves,

i.e. their thinking , their feelings and their behaviour while the high and low n-Ach. pupils have a fewer knowledge about themselves.

In brief we can conclude that the high n-Ach. group of pupils are almost unaware and not very careful about their physique and physical appearance. They have got a sense of worth regarding their social interaction. They have got a clear and smooth view of prevailing emotional state or predominance of a particular kind of emotional reaction. In other words this group shows a sensitivity in their emotional feelings.

The average n-Ach. group is physically sound , good in strength . They also have a sense of worth regarding their social behaviour. They are also sensitive but show a considerable amount of interest in relation to school teachers and extra curricular activities. They are also morally sound.

The low n-Ach. pupils show all the same behaviour but they are morally unsound. The average n-Ach. group of adolescent pupils on one hand have a sound knowledge about themselves , about their thinkings, their feelings and their behaviour , while on the other hand high



as well as low n-Ach. groups of adolescent pupils have lesser and fewer knowledge regarding themselves . The high group always being attentive towards its goal of performance is always around its books and syllabus and low group is away from all these. These two groups are always needed helps and upliftment from the teachers at schools and parents at homes. Thus these cases of adolescent pupils require much place for discussions and also much attention as the teacher is solely responsible at the school and parents at home. The teachers and parents are the main factors that can bring and establish a harmony between the problematic low and high need achievement and groups of adolescent pupils and their behaviour, stability, sound health, worth of sense, emotional state, extra curricular activities and social interactions. Then and only then the teachers and parents can do something for the adolescent pupils of these two groups . The teacher at schools may organize different cultural programmes, debates, shows , dramas, seminars ,group discussions, sports, atheletic meets and may inspire these adolescent groups of pupils to be active in such educational and extra curricular programmes . The parents at home may be careful about these adolescent pupils and extend their fullest cooperation in tackling their problems and create a

harmony among their behaviour. This needed to devote much of their time with these adolescent groups of pupils and thus may understand their problems and behaviour which the adolescents often try avoid to express before the elders.

Thus teachers and parents play important roles in this situation . They should watch and see the adolescents pupils of the aforesaid groups and should try to remove complexes and strains from the minds of such adolescent pupils due to which they are not showing emotional stability, normal behaviour , sense of worth , social interaction , emotional predominance of a particular kind of emotional reaction and moral soundness.

#### IMPLICATIONS FOR GUIDANCE WORKERS -

In the present study it was found that the high need achievement group of adolescent pupils do not pay attention towards their bodies, health, physical appearance and strength. The guidance workers in this sphere may prove to be useful helping factors by applying suitable techniques, regarding adolescent pupils. Guidance workers may organize different programmes for the section of group so that by arranging different competitive programmes for this group of adolescent pupils. They may develop their physique and strength with the participation in such good

programmes. Various sports and atheletic meets may be arranged by the guidance workers and high n-Ach. group of adolescent pupils. The purpose may be fulfilled with ease if guidance workers have contacts with the parents and encourage them to instigate the adolescent pupils of the problem group to join the various meets, exercise programmes and other techniques .

The present study reveals the fact that the adolescent pupils of low need achievement groups i.e. the adolescents which are weak at the schools and do not gather much attractive stand regarding their academic and scholastic performances , are facing the problem of lagging of sense of worth regarding their social interactions. It means the adolescents of the lower performance level do not take interest in the social programmes and activities. In other words it can be said that a big section of adolescents remains out from the society or in other words this group of adolescents is not running with the stream of the society or rather to say not acquainted with the scratches of our country. Guidance workers should try to come gradually closer and closer with this section of adolescent pupils so as to gain their confidence and intimacy and then their job would become easier to wipe out from the minds of the adolescent pupils and mould them towards social interaction and develop a sense

of worth regarding this value guidance workers may play an important part in this field. Guidance workers should also be the specialists and well trained for adolescents only so that such guidance workers may catch the psychology of adolescents of having low need achievement and poor performances.

In the present study it was reflected that adolescentpupils having high need achievement and average need achievement are big problems, as far as the question of their individual view of prevailing their emotional state or predominance is concerned. But the adolescent groups of low need achievement group i.e. of poor performances do not create a problem of emotional state regarding a particular kind of emotional reaction. It means whenever there is any situation stirring their emotional feelings (that of high and low need achievement groups) they are very much shaken at it and usually behave as mal adjusted . The guidance workers should try to help these students in resolving these conflicts by applying suitable techniques . Debates and get together may also help as incentives for the adolescents of the problem faction. For this purpose the guidance workers should be in the regular touch with the parents and environment of

the adolescents of this group so that they may fulfil themselves with the routines, behaviour and psychology of such adolescents. Then they should proceed to extend encouragement and help such adolescents.

It was found in the present study that the average need achievement adolescents group of students i.e. the adolescents who have a fewer desire for success in having competition with others, who have a lesser amount of desire to meet a self imposed standard of excellence and to improve educational standards, do not have much desire to accomplish something unique and are rather having lesser involvement in a long term career goal, show their stable view in relation to school, teachers and extra curricular activities. Guidance workers may utilize such adolescents with the consultation of the school teachers and concerning parents to have a get together with students having high and low need achievement adolescents. The students having high n-Ach. are involved in long term career goal. They are busy in accomplishing something unique at one end and improving the educational standards at the other end. They are always having a keen desire for success in competition with others. While the students having an opposite psychology are completely away from school teachers, relations and extra curricular activities. This is a

marvellous outcome of the study and suggests the guidance workers to organize such activities either through schools or through the parents in separate. The adolescents may be called to take part in such activities and may be encouraged in that way and mould to have the desires for the relations with different parts of their society. Thus the high need achievement group of adolescents having keen desires for success in their career goal may also develop their interests in the school teacher relationship and extra curricular activities . Guidance workers should try to bring at par the three groups of adolescents i.e. high, average and low need achievement adolescents to develop healthy mindedness , better values . The guidance workers may also have a full record of such type adolescents to control the problem . They should also chalk out different cultural and educational programmes to deal with the problem.

It was revealed in the present study that the adolescents having high need achievement and that having low need achievement are morally weak and unstable. The high need achievement adolescents in having keen desires for success in competition with others, in a try to meet a self imposed standards of excellence, in improving educational standards and accomplishing something unique, if otherwise and odd situation is found , it becomes very much morally unstable and weak and thus fell down in a state of uncertainty

and hopelessness. In this way they loose their career and become frustrated. Guidance workers should try to help these adolescents in resolving their conflicts and provide a moral stability and soundness by arranging different plays, documentary shows and arranging functions in which story of a complexed and frustrated adolescent may be taken into consideration and solution be provided to clear up the path of success with full zeal. These ideas should be taken from the general problems of the adolescents and must be made interesting.

Thus in brief we see that there is a big job of guidance workers in solving and controlling the different problems which come into light at different intervals of time at the age of adolescence .

#### IMPLICATIONS FOR GOVERNMENT -

The role of any government , running the different agencies formal and informal is not less important than that of the schools and guidance workers. The schools , if,are not provided with proper facilities and sufficient financial help , it is quite impossible to settle out the problem regarding the adolescents . As we have already stated that the age of adolescence is a delicate and demands our fullest concentration , it is not



very much encouraging from the side of the government as it takes this problem very much lightly. The school conditions are unhealthy, the educational system of teaching and handling the adolescents is very much traditional , the child centred education is not being carried out by the school teachers , the school teachers, at the adolescence level do not pay their proper attention and are busy in collecting money through tuitions and private coachings. The Door-Darshan is also not in a capacity to put fair and fruitful programmes for adolescents. It is snatching money from the hands of the advertisers. Sometimes or rather to say on and often the advertisements are vulgar and sexy resulting in diversion of the feelings of adolescents. The adolescents are spending much time in watching door-darshan programmes grow unhealthy thoughts regardless of their problems. This prove to be fuel to the fire as far as the question of adolescents problem is concerned . Cinema on the other hand is also damaging the careers of adolescents . The standard of the movies has become so much degraded that adolescents which is a big part of the spectators is effected to a great extent. Generally stunt movies are being encouraged by the society and the censor board giving green signals under some pressure of or other. The taste of the society is touching a very low line of standard while the

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censor board has proved itself to be cancer for our society.

In the present study it was found that the adolescent pupils of high need achievement and low need achievement are the main problems to be discussed. The adolescent pupils with high need achievement are those which are always in search for success in competition with others, in a deep desire in establishing a self imposed standard to make themselves excellent, always busy in raising their educational standards. These adolescents are weak with their bodies and unsound in strength. The government should take special measures to resolve these problems. This can be done by tightening the educational authorities so as to run comprehensive programmes regarding games and sports. Physical training instructors in schools are almost hopeless and sleeping year long. The schools do not conduct and arrange proper games and sports. On the other hand, the funds for games and sports go into the pockets of the authorities. There is a sports officer in each district but they are also inactive towards sports and games. The stadiums are becoming meadows and grasslands and cattles usually wander and grazing there. Government may depute some official in checking the schools programmes regarding games and sports and proper action may be taken against

the tools engaged in these activities . The low achievement group of pupils on the other hand are well aware of their bodies but are very poor regarding their career goals and are unaware of their educational standards. Government may take some urgent steps to develop the spirit in these adolescents so as to raise their educational standards . Not a long before there happened to be a psychologist in each school whose job was to search out the problems of students , to study their behaviour and to suggest the ways and means through which a proper assistance could be provided to these students. Now-a-days no where in the schools does it seem any more any psychologist which may deal with the problems of the students and may suggest the proper methods as to how the adolescents of low need achievement may come up to the standard upto mark. Government should provide more facilities to the institutions and also should have a keen watch upon the utilization of funds and proper implementation of the facilities and funds. This job may be done by indulging some compulsory courses that may increase moral and emotional values. Such courses should be taught separately to the adolescents with low need achievement i.e. the adolescents who are lagging a sense of worth regarding their social interaction. Govt. may also prepare some documentary films and utilize the

mass media for the development of moral stability and should control the crowd of unhealthy films. Government should also arrange the formal agencies to clear up the sex informations so that they may not wander in strange thoughts. Government should take it very seriously and should try to develop healthy practices among adolescent pupils. Also the government ~~xxxx~~ should call the teachers , dealing with the students , for special trainings .

In the present study it was found that the high adolescents holding high need achievements are of the view of prevailing emotional state or predominance of a particular kind of emotional reaction i.e. the adolescent pupils of this group which are having strong desire for success in competition with others as well as that having a desire to meet self imposed standard of excellence fall in an emotional state and thus develop a particular kind of emotional reaction in them. This may develop a state of confusion and may effect their minds and bodies. They are also busy to improve their educational standards, this state of emotional predominance may hamper their capabilities. Government should be serious regarding this problem and should try out to remove these factors. This may be done by appointing a separate trained psychologist which may go deep with these adolescents . Every school should be provided such experts and government should be vigilant to extend financial help

frequently through various school authorities.

It was found in the present study that the adolescents having high and low need achievements are morally unstable , unsound and weak. Such a tendency creates a sense of frustration among them. Government should extend the hand and help for such adolescent pupils. State department psychology at various levels may do a lot in this direction. Government through S C E R T and N C E R T may organize a variety of programmes which may prove to be fruitful in developing moral stability among the adolescent pupils in both sections having their involvement in a long term career goal and those which are not serious towards their goal attainment.

Thus in brief we can conclude that teachers, parents , guidance workers and government share equally important responsibilities in the upliftment of adolescents which are just like a raw material in the hands of these agencies.

#### SUGGESTIONS FOR FURTHER STUDIES

In the previous section of this study the researcher discussed a lot of practical implications of the study on the parts of Teachers, parents, guidance workers and Government agencies . Theoretical implications of this

study is equally important to enable the scholars, the educationists and psychologists to place and plan for further research students in this field of education. The investigator during the conduction of the study has come across some very important facts about further studies are needed. A few of them are being stated below -

1. The study is confined to Jalaun district only. Such type of study may also be conducted over other big cities like Kanpur, Lucknow , Delhi etc. This could give a better representation of adolescents.
2. The impact of Adjustment and Self-Concept upon the achievement motivation of adolescents of Jalaun district has been taken into this study. Some other backward cities of Bundelkhand and other regions may be selected for such type of study and their results may be compared with those of some big cities. This would provide a direction to help the various agencies for the upliftment of adolescents of backward cities.
3. Study could be very well conducted on the population which is school going i.e. the youth who never attend school. It can be made as a subject for the study.
4. The study is confined to adolescent boys only. It would be worthwhile to study the adolescents girls also.

5. The comparison of urban adolescents pupils with that of rural adolescent pupils would have been also worthwhile .
  6. It would also be useful that apart from such study , some other psychological phenomenon like level of aspiration , approval , affiliation , frustration , leadership , creativity if studied.
  7. A study on thorough analysis of behavioural and other problems of adolescent pupils would also be useful for further research.
  8. A study on socio-economic status and attitudes of adolescent pupils (both boys and girls) would also be worthwhile .
  9. A study on the moral and psychological values of adolescents would also be fruitful for the field of education.
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Psychologists as well as educationists have always taken keen interest in the study of human motivation , but the lack of adequate methods for measuring it, has seriously hampered the development of scientific and systematic knowledge of the subject. For the achievement of a valid psychology of social behaviour of all forms , motivation is a fundamental part of psychologist's effort. In many forms , the concept of motivation has been taken . It appears in our folklore, in our traditions and customs , in our philosophical systems and in our more recent science of behaviour. Motivation is a hypothetical cause of behaviour and idea or concept we introduce when we undertake to explain the behaviour. Achievement motivation or need for achievement (n-Ach.) is a wish to do well, as a latent disposition to strive for a particular goal or aim in life which has concern for excellence and involves selectivity and persistence towards a particular goal.

Achievement motivation refers to the behaviour of an individual who strives to accomplish something , to do his best, to excel others in performance.

This involves competition with a particular standard of excellence of performance. Thus achievement motivation is concerned to complete and to strive for success and closely related to a universal tendency of man, to strive, to excel and succeed and to win and go ahead of the others. Thus , it can be said that evaluations about oneself may give both satisfaction as well as dissatisfaction , positive motivation or depressive outlook both of these as basic modes of perception assessment and enduring.

Adjustment is also an important psychological variable which can be defined as ' an index of 'integration' between needs and satisfaction, promote demote self system. Achievement motivation remains related to scholastic achievement , social acceptance , sex, age , economic as well as social security and moral system.

Adolescence is a quite favourable period by the educational point of view and it is quite unfortunate on the part of the psychologists, educationists, sociologists and statesmen that the problems,needs, interests and nature of adolescents be understood very clearly for diverting the ways and means for introducing reforms into the fields of education of adolescents.

THE ADOLESCENTS :

At the age of adolescence, the growth is all round i.e. physically, mentally, socially and emotionally and that also very rapid. He comes in the new world. Adolescence is a stormy period . Adolescence is a period in the life cycle of human being wherein one confronts with totalizing and restrictive situations so curiously patterned into a form which allows a scope for an analytical study. The parents have to deal adolescents at home and teachers at schools. But it is not the parents and teachers who happen to meet the adolescents. Others also have to face the strange behaviours of adolescents in restaurants, theatres, fields, fairs, cross roads and other public places. Most of us, specially the psychologists and educationists, parents and social workers and most important for teachers to be acquainted with the general nature of adolescents.

Adolescence is the spring of life. It is the period when an individual is neither a child nor an adult. The period comes compulsorily in the life of every individual, but its complex nature has its origin in the increasing complexity of the modern civilization as well as the culture of nation to which the adolescents belong. As the present season is preparing for the coming one, similarly

the child is preparing for adolescence. Traits present in the childhood grow with the passage of time. Abnormalities are present in every adolescent, those should be considered.

As merely natural phenomenon, adolescence is simply a part of whole growth process. The seeds of growth are sown during infancy. During adolescence, changes occur most rapidly and unevenly and this period is capable of making or marring the future life of individual. New interests are developed during the adolescent years as a result of the physical and social changes that take place at this time. However what interest the adolescent has , will depend upon his sex, his intelligence, his environment in which he lives, the opportunities he had for developing interests what his elders are interested in , what his status in social group is , his innate abilities, in interests of his family and many other factors . Because the interests of young adolescents are so numerous and so varied , they can be divided into different categories. The most important categories of their interests include social , personal , vocational interests in school and religious interests. Adolescence but specially the early part of the period is inevitably a time of stress and mal-adjustment. This contrasts with relative stability tranquility of the later part of childhood. At this time

the individual is trying to adjust himself to the new and strange role of the adult and to an environment suited more to the adults than to children. Whether he will learn the adult roles and thus pass through this period successfully or fall a victim to mental disease and maladjustment in the form of regressive behaviour, will depend primarily upon the foundations laid in childhood and upon the degree of patience, understanding and kind guidance, he receives from his parents.

Many young adolescents are considered 'normal' as they play their roles according to social expectations. However 'normal' personalities are not synonymous with 'healthy' personalities to have a 'healthy' personality. The adolescent must not only play his role according to social expectations but he must also derive personal satisfaction from doing so.

#### ADJUSTMENT : -

From birth to death an individual is an active organism. He is active with a purpose and his activity is continuous. He strives to satisfy not only his bodily needs but also all those other urges and desires that will enable him to function as an active member of his respective social groups. These desires follow

rather definite patterns of behaviour adjustment. The term adjustment means that how a child or a person adjusts himself with his environment. For example a child who gets all care, love and attention of his parents adjusts himself in his school where he does not and even cannot get all that love, care and attention like his parents but he feels no problem to adjust himself with his teachers , colleagues and schools environment. The activities by which the person to meet the demands made upon him biological, social and academic needs with resources in his environment is termed as adjustment. The term adjustment is simply a process involving both mental and behavioural responses by which an individual strives to cope with inner needs, tensions, frustrations, conflicts and to bring harmony between these inner demands and those imposed upon him by the external world.

#### ADJUSTMENT OF ADOLESCENTS

Adjustment refers to satisfactory modification of behaviour suitable to the environment of the organism. To build one's behaviour according the expectations of the society is a good adjustment. Adolescents are rather in dwindling situation as they have to adjust with the society at one end and they are passing through

a critical period of rapidly changes which divert them to a new world of dreams. Thus some-times adolescents behaviour is very much undesirable and awkward.

### SELF CONCEPT

Self concept is referred to as the 'core' or 'centre of gravity' of the personality pattern. It is the key line of the personality. 'Self' is a decisive system which receives information from all parts of system and from the environment. With the self concept the individual comes to perceive himself as an active agent in determining his own behaviour. The individual gradually builds up an inner cognitive map or frame references which provides him with a meaningful picture of himself and about his world's key elements. Self is experienced as a very care of our existence. Its existence and enhancement become a matter of very special concern. Thus we strive to maintain our existing frame of reference and protect our self-concept from devaluation. We tend to resist dissonant information and relish one that raises our feelings of personal worth or adequacy. In the case of failure or other sources of self devaluation we are quick to call on realisation and other defensive mechanisms to protect ourselves from hurt and maintain our feeling of adequacy and worth. A stable self-concept is one in which the person



sees himself in the same way most of the time . Only if that self concept is favourable the person will accept himself , as if is unfavourable, it will naturally lead to self-rejection . An unstable self-concept in which the person sees himself favourably at some time and unfavourably at the other fails to give a clear picture of what he really is, he is ambivalent about himself tomorrow.

If the self concept is the dominant element in the personality pattern, it governs the individual's characteristic reactions to people and situations and determines the quality of his behaviour. Self concept is also an essential factor for good mental health.

#### FACTORS OF GOOD ADJUSTMENT :

1. Realistic assessment of himself
2. Stable self-concept
3. Self acceptance

#### STATEMENT OF THE PROBLEM :

The present educational system being child centred system, it becomes an essential duty of every thinker and educationists that the behaviour pattern of the child be studied seriously and thoroughly. Also the

adolescence being most delicate and important part of human life, its study is essential and educationally important.

Bundelkhand region being a backward region by the point of view of literacy and means of life ,it needs a severe attention of the researches in educational fields. District Jalaun being part of Bundelkhand region, deserves a thorough check up in this regard.

By studying the need achievement of high school pupils (adolescents) in relation to Adjustment and self concept , it would be clear whether Adjustment and self concept of adolescents have got any impact on ~~n~~-Ach of the pupils and if it is so then to which extent.

Also with the help of the present study the adolescent pupils of this region may be provided proper educational assistance and guidance for their betterments in various spheres of their lives.

The problem taken for the present study would also suggest the new way and means of learning and memorization techniques. In this way the teachers dealing such a group of pupils may carry on their duties best. The topic for the present study is as follows :-

" THE IMPACT OF ADJUSTMENT AND SELF CONCEPT ON  
ACHIEVEMENT MOTIVATION OF ADOLESCENTS. "

AIMS AND OBJECTIVES -

The present study carries on the following two objects :-

1. To study the impact of Adjustment on need achievement (n-Ach) of adolescents (pupils) .
2. To study the impact of self concept on need achievement of adolescent (pupils).
3. To study the relationship between Adjustment and Self-concept.

DELIMITATIONS OF THE STUDY :

The population for the study was delimited in terms of field. The study was confined to the adolescents of 14 to 16 years of the age of different Intermediate colleges of Jalaun district. District Jalaun falls within the region of Bundelkhand, one of the backward regions of Uttar Pradesh which is lagging in educational and progressive fields as well as in developmental and natural resources . It has got its own type of peculiar culture which is totally based on old traditions and customs .

## METHODOLOGY :

The methodological designs of the study have been set out in this chapter under the following sections-

1. Population
2. Sampling
3. Tools
4. Data collection
5. Statistical treatment

### POPULATION -

The population of the present study constitutes of the adolescents of the age of 14 to 16 years of the various high schools and intermediate colleges of district Jalaun.

### SAMPLING -

Keeping in mind the representativeness and adequacy of the sample, stratified and random sampling technique was used for selecting the sample. For this various high schools and intermediate colleges of district Jalaun were selected. An unit of 50 adolescent pupils was taken from eight of the schools. Thus a total of 400 adolescent pupils was selected as a sample for the present study.

TOOLS OF THE STUDY :

The researcher has selected the tools for measuring the following factors -

1. Adjustment
2. Self concept
3. Need achievement or Achievement motivation (n-Ach.)

1. To measure adjustment of the adolescent pupils the Adjustment Inventory for school students by A.R.P. Sinha and R.P. Singh was used.
2. Self concept was measured by using Self concept Questionnaire by R.K. Saraswat was used .
3. To measure Achievement Motivation (n-Ach.), a test prepared by Dr. Prayag Mehta was used.

DEFINITIONS OF AREAS INVOLVED IN ADJUSTMENT INVENTORY

A. EMOTIONAL ADJUSTMENT -

This indicates the stability or unstability of the adolescent pupils. High scores indicate unstable emotion - students with low scores tend to be emotionally stable.

B. SOCIAL ADJUSTMENT -

This area of adjustment indicates submissiveness and retreating of adolescents . Low scores indicate aggressive behaviour.

C. EDUCATIONAL ADJUSTMENT -

This area indicates their adjustment with their curricular and co-curricular programmes.

DEFINITIONS OF AREAS INVOLVED IN SELF CONCEPT QUESTIONNAIRE

A. PHYSICAL SELF CONCEPT -

This area represents individual's view of their body, health, physical appearance and their strength.

B. SOCIAL SELF CONCEPT -

It represents individual's sense of worth in social interactions.

C. TEMPERAMENTAL SELF CONCEPT -

This area of self concept represents individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction..

D. EDUCATIONAL SELF CONCEPT -

This area represents individual's view of themselves in relation to school, teachers and extra-curricular activities.

E. MORAL SELF CONCEPT -

It shows individual's estimation of their moral worth . It also reflects right and wrong activities.

F. INTELLECTUAL SELF CONCEPT -

It represents individual's awareness of their intelligence and capacity of problem solving and judgments.

DEFINITIONS OF AREAS INVOLVED IN ACHIEVEMENT MOTIVATION TEST

The criteria of achievement imagery had been chosen as follows :-

- A. A desire for success in competition with others.
- B. A desire to meet a self-imposed standard of excellence.
- C. A desire to improve educational standards.
- D. A desire to accomplish something unique.
- E. Involvement in a long term career goal .



ELEMENT OF THE ACHIEVEMENT MOTIVE -

- A. Need (N)
- B. Goal Anticipation (Ga+ ) , positive
- C. Goal Anticipation (Ga-), Negative
- D. Feelings (F+ ) , positive
- E. Feelings (F- ) , Negative
- F. Activity ( A )
- G. Personal Block ( Bp)
- H. Environmental Block( Bw)
- I. Help ( H )
- J. Theme ( Th.)

DEVELOPMENT OF LOCAL NORMSACHIEVEMENT MOTIVATION TEST :Prayag Mehta

As there was no any indication regarding the local norms , it was found to be essential to develop the norms for the test on the adolescent population of district Jalaun. For this purpose, the raw scores were obtained by the sample population in the form of frequency distribution and the statistical analysis from the distributions like mean, standard deviation and quartile deviation were calculated.

DATA COLLECTION -

The following procedure was adopted for the

purpose of data collection :-

In the beginning , the investigator delivered an orientation lecture to the students in the groups. They were made acquainted with the purpose of the study through a lecture. Every 5th adolescent student from the attendance register was selected from the classes IX and X of the different schools. Adjustment inventory , Self concept questionnaire and Achievement Motivation test were then administered one by one upon the selected sample of the adolescent pupils to collect the data.

#### STATISTICAL TREATMENT-

The statistical operations to be followed for the present investigation involved both the descriptive and inferential statistical techniques. The descriptive statistical techniques used in the study include computation of mean, standard deviation and quartile deviation. Inferential statistical techniques used include computation of the analysis of variance and 't' test . Quartiles were computed for getting highest and lowest 25% cases on achievement motivation test, for the purpose of the local norms and interpretations . Anova technique was adopted to find out the overall differences among groups . Anova was followed by 't' test. The purpose of calculating 'p' ratio is obvious since comparison of

these groups is possible by 'F' value but 't' test which is a powerful test is applied to observe inter-group difference.

To find out the relationship between Adjustment and Self-concept correlation technique was applied.

#### THE DATA ANALYSIS AND FINDINGS.

The whole study is an attempt to answer the following questions -

1. Is there any significant impact of adjustment on the need achievement of adolescents.
2. Is there any significant impact of Self concept on need achievement of adolescents.
3. Is there any significant relationship between self-concept and adjustment of adolescents.

The results have been presented according to the following scheme. A mention of this may facilitate to understand the whole view of the work done.

#### PART -A-

##### IMPACT OF ADJUSTMENT ON NEED ACHIEVEMENT.

This part has been categorised into four sub-groups -

1. Impact of Emotional Adjustment on Need Achievement.

2. Impact of Social Adjustment on Need Achievement.
3. Impact of Educational Adjustment on Need Achievement.
4. Impact of Total Adjustment on Need Achievement .

PART -B-

IMPACT OF SELF-CONCEPT ON NEED ACHIEVEMENT.

This part has been divided into seven sub-groups -

1. Impact of physical Self conceit on Need Achievement.
2. Impact of Social Self concept on Need Achievement.
3. Impact of Temperamental Self Concept on Need Achievement.
4. Impact of Educational Self Concept on Need Achievement.
5. Impact of Moral Self Concept on Need Achievement .
6. Impact of Intellectual Self Concept on Need Achievement.
7. Impact of Total Self Concept on Need Achievement.

PART -C-

RELATIONSHIP BETWEEN SELF CONCEPT AND ADJUSTMENT.

This portion has been divided into three sub-groups -

1. Relationship between Self Concept and Adjustment with

regards to low Need Achievement .

2. Relationship between Self Concept and Adjustment with regards to average Need Achievement.
3. Relationship between Self Concept and Adjustment with regards to high Need Achievement.
4. Relationship between Self Concept and Adjustment in between the total groups.

#### RESULTS OF PART -A-

When all the three n-Ach. groups of adolescent pupils were compared in the light of total adjustment and its other areas, the following results were obtained -

1. Average n-Ach. adolescent pupils have significantly lower mean score on emotional adjustment with that of low n-Ach. adolescent pupils (  $P < .01$  ) and high n-Ach. adolescent pupils (  $P < .05$  ).
2. Low and high n-Ach. adolescent pupils have no any significant difference among themselves with regards to emotional adjustment.
3. Low n-Ach. adolescent pupils have significantly lower mean scores on social adjustment than that of average n-Ach. adolescent pupils (  $P < .05$  ) and high n-Ach. adolescent pupils (  $P < .05$  ).

4. Average and high n-Ach. adolescent pupils have no any significant difference among themselves with regards to Social Adjustment.
5. Adolescent pupils belonging to high n-Ach. group have significantly lower mean score than that of low n-Ach. pupils ( $P < .01$ ) on Educational development .
6. Average n-Ach. pupils have significantly lower mean score on Educational Adjustment than that of low n-Ach. adolescent pupils (  $P < .05$  )
7. There is no any significant difference among the adolescent pupils belonging to average and high n-Ach. groups with respect to Educational Adjustment.
8. With regards to the total Adjustment , the high n-Ach. group of Adolescent pupils have significantly lower mean scores ( $P < .05$ ) than that of low n-Ach. group of adolescent pupils.
9. There is no any significant difference among the pupils belonging to low and average n-Ach. groups on one side and average n-Ach groups and high n-Ach. groups on the other side.

RESULTS OF PART - B -

When all the three n-Ach. groups of adolescent pupils are compared in the light of Self-Concept,

the following results were obtained.

1. High n-Ach. pupils have significantly higher mean score on physical self concept than that of low n-Ach. ( $P < .01$ ) and average n-Ach. ( $P < .05$ ) pupils.
2. Low and average n-Ach pupils have not any significant difference on physical self concept.
3. Average and high n-Ach. adolescent pupils have significantly higher mean score on Social self concept than that of low n-Ach. pupils ( $P < .05$ ) and high n-Ach. pupils ( $P < .01$ ) .
4. Average and high n-Ach. adolescent pupils have no any significant impact on social self concept regarding each other.
5. Average and high n-Ach. adolescent pupils have significantly higher mean score on temperamental self concept than that of low n-Ach. adolescent pupil at .05 and .01 level of confidence respectively.
6. Average and high n-Ach. adolescent pupils have no any significant difference on temperamental self concept with each other.
7. Low and average n-Ach. adolescent pupils have significantly higher mean score ( $P < .05$ ) educational self concept than that of high n-Ach. adolescent pupils .



8. Low and average n-Ach. adolescent pupils have almost the same mean scores on educational self concept and have no any significant difference with each other.
9. Average n-Ach. adolescent pupils have significantly higher mean scores ( $P < .05$ ) on moral self concept than that of low n-Ach. pupils.
10. High n-Ach. adolescent pupils have no any significant difference with that of low n-Ach. and average n-Ach. adolescent pupils on moral self concept.
11. On intellectual self concept, there is no any significant difference among low, average and high n-Ach. groups of adolescent pupils. All the three n-Ach. groups of adolescents are almost similar as far as intellectual self concept is concerned.
12. Average n-Ach. adolescent pupils have significantly higher self concept ( $P < .05$ ) than that of low n-Ach. adolescent pupils.
13. There is no any significant difference on self concept in between high n-Ach. adolescent pupils and low n-Ach. pupils as well as in between high n-Ach. and average n-Ach. adolescent pupils.

#### RESULTS OF PART-C-

When all the three groups of adolescent

pupils i.e. low, average and high need achievements, are correlated in the light of the two variables i.e. adjustment and self concept, the following results were obtained:-

1. There is no any significant relationship between self concept and adjustment ( $r = .1$ ) in the groups of low need achievement adolescent pupils.
2. As far as average need achievement group of adolescents is concerned, there is a negative significant relationship ( $r = -.31$   $P < .01$ ) between self concept and adjustment ( $r = -.09$ ) in the group of high need achievement adolescent pupils.
3. There is also no any significant relationship between self concept and adjustment ( $r = -.09$ ) in the group of high n-Ach. adolescent pupils.
4. In the total group of adolescent pupils, there is no any significant relationship between self concept and adjustment ( $r = -.067$ ).

#### IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES

#### IMPLICATIONS FOR PARENTS AND TEACHERS.

The present study is an attempt in compiling the information through various sources regarding the impact of adjustment and self concept on need achievement of

adolescent pupils. It may help the parents and teachers, guidance workers and government in supplying the suitable suggestions and directions regarding adolescent pupils. In this way the frame work of education in which adolescent play important parts may be improved to a great extent.

The finding of the present work reveals that the average n-Ach. group of pupils i.e. the adolescents having a slower desire to raise their educational standards, the adolescents having a low desire of success in competition with other and those not interested in accomplishing some thing unique and also not attentive towards their career goal, are emotionally stable where as the adolescents opposite to them i.e. high and low need achievements are comparatively more stable. It is rather a fantastic finding of the study that the students busy with their career goals with a keen desire of success and accomplishing some thing unique and those having no desire of attaining so shows the same state of emotional stability. The adolescent pupils of low and high n-Ach. groups fall in the grip of emotional unstability whenever there comes any challenge. The parents at homes should extend a sympathetic behaviour to the adolescents who are lagging in satisfactory scholastic and academic achievements. The parents should be in a constant touch with these adolescent group

of pupils so that they may pertain stability in their emotional behaviour. Also it is the foremost duty of these parents to have a keen sight on this dilemma and unstability on low n-Ach. adolescent pupils. This only can bring an improvement in their performances. The high n-Ach. group of adolescent pupils are needed more relaxations which can be provided to them by the parents at homes and the adolescents may be inspired by the parents to join the various informal agencies and to put in games at homes. For this indoor games like carrom , badminton, chess etc.. They may be allowed to play radios for good educational programmes , plays, stories and light music programmes. They may also be allowed to see the fine serials at T.V. and educational programmes sponsored by N.C.E.R.T. and other agencies. This can relax their minds and bodies.

Teachers may arrange , weekly, fortnightly and monthly movements to have contacts with the groups of these adolescents and their parents and may gather different informations and come across the routines of the adolescents. This can give a deep peep regarding the basic causes of their unstable emotional behaviour and remedial arrangements can be made . Thus parents at homes and teachers at schools share equivalent responsibility

to cure the emotional unstability among the adolescents of low and high need achievements.

In the present study it was found that the adolescents having high need achievements are weak with their bodies and unaware regarding their physical appearances and also poor in strength. The parents at homes should pay attention to take care of their bodies and thus enlarge their strengths. The teacher at schools should be careful in watching and catching these conditions , take the suitable measures . At schools the adolescents of low and high need achievements may be categorised into separate groups by the teachers and school authorities and undergo exercises and games of their standards to raise their physique and thus strengths. A separate period may also be arranged in which lectures by experts and experienced person be delivered regarding the importance of health, exercises and physical appearance body system, regular life etc.. Some Asanas may also be selected for this purpose. In this connection N.C.E.R.T. may be taken as a helping body which has done a lot and still engaged in doing so . The parents at homes should also be vigilant regarding timely and proper diets and sleep.

An extremely interesting and alarming

finding of this study is that the adolescent pupils attaining low performances and need achievements show aggressive behaviour and are socially mal adjusted. They are being treated as separated from rest of class groups due to their poor performances. The teachers and parents concerned are suggested to observe the actions and behaviour of these adolescents and experience and art of teachers may be utilised in moulding , mounting and wiping out their rough behaviour. Parents and teachers are suggested to search out the unfulfilled needs of these adolescents which may be fulfilled as to cool down their aggressiveness. Separate sections may be allotted to this group of adolescents and an individual coaching be arranged . In this way their performances regarding their academic and scholastic nature can be raised upto a satisfactory mark of standard and their aggressiveness can be minimised to a maximum level. Similarly a keen interest taken by the parents at homes may encourage these adolescents which may result in covering up the gaps between them and the rest of the groups. Extra time at homes and constant watch may also wash out their minds.

It was found in the study that the adolescent pupils having low need achievements show a low degree of

sense of worth regarding their school interactions.

Teachers and parents together in a combined effort may remove their troubles and adolescent pupils of this group may develop a well to do sense of worth regarding school interactions.

It was revealed in the study that low and high n-Ach. adolescent pupils are least interested in co-curricular and extra curricular activities. The teachers at schools may inspire these groups of adolescents for taking part in these activities and parents at home may mould the talents of these adolescents towards these activities. Due to being very much careful for their career goals , having a strong desire to get success in competition with others, in accomplishing some thing new always and desirous to raise their educational standards, the high need achievers do not find much for their bodies and physical development.

The average need achievement group of pupils show their positive views and performances towards their teachers and generally participate in extra curricular activities. The high n-Ach. adolescent pupils on the other hand show a reverse type of behaviour with that of average need achievers.



In the present study it was reflected that high need achievement group of pupils are generally unsound morally. It is also a remarkable finding of the present study that the average need achievers have a more sound knowledge about themselves in comparison to that of low and high n-Ach. groups of adolescents. It means feelings, thinking and behaviour-~~at~~ attitudes of average n-Ach. group of adolescent pupils are much more upto mark than those of rest of the groups of adolescents. In schools classes on moral education may be arranged and lectures by the experienced persons may help in this regard. Parents also can prevail a sense of moral strength by spending much time with these adolescents and thus encouraging them towards this field of sense. The low and high n-Ach. groups of adolescents always in a need of help and upliftment by the teachers at schools and parents at homes. The teachers and parents are the main factors that can bring and establish a harmony between the problematic low and high n-Ach. groups of adolescent pupils and their behaviours. The teachers at schools may organize different cultural programmes, debates, shows, plays, seminars, group discussions, sports and games and thus may inspire these adolescent groups of pupils to be active in such educational, co-curricular and extra curricular programmes so that

a submissiveness be developed among them. The parents at home may be careful about these adolescent pupils and extend their fullest cooperation in tackling their problems and create a harmony among their behaviour.

#### IMPLICATIONS FOR GUIDANCE WORKERS.

It was found in the present study that the high n-Ach. adolescent group pupils are not well aware with their bodies, health, physical appearance and strengths. The guidance workers may prove to be very much useful in this sphere by applying suitable techniques regarding these adolescent pupils. Guidance workers may organize different programmes for this group to arrange different competitive programmes for this group of adolescent pupils. In this way their bodies, mind and spirit may be set into a right direction of development. The guidance workers should make contacts with the parents of these adolescents and encourage them to instigate the adolescent pupils to join the various meets, exercise programmes.

The present study reveals the fact that the adolescent pupils of low n-Ach. group i.e. the students that are weak at schools and do not gather much attractive stand regarding academic and scholastic programmes, are facing the problem of lagging in the sense of worth

regarding their social interactions and are at distance from social programmes and activities. It means a big section of adolescent pupils remain out of social and national stream. Guidance workers should try to come gradually closer and closer with this section of adolescent pupils so as to gain and gather their confidence and intimacy and mould them towards social interaction and develop a sense of worth . Some of the trained specialist guidance workers may also be utilized for this purpose.

It was revealed in the present work that the high n-Ach. and average n-Ach. adolescent pupils are big problems regarding their individual view of prevailing their emotional state or predominance. The guidance workers should try to help these students in resolving these conflicts by applying suitable techniques . Debates and get together may also help as incentives for these group of adolescent pupils. Guidance workers should be in constant touch with the parents and environment of the adolescents of these groups. They should extend encouragement and helps to these adolescent groups.

It was found in the present study that the average n-Ach. group of adolescents i.e. the adolescents having lesser desire for success in competition with others, having fewer desire to meet a self imposed standard of

excellence, having a lesser desire to accomplish something unique and having lesser involvement in a long term career goal, show their stable view in relation to school, teachers and extra curricular activities. Guidance workers may utilize such adolescents with the consultation of school teachers and school authorities to have a get-together with the students having high and low n-Ach. group of adolescents which are the main factors undertaken for the present study. Guidance workers should bring at par the three groups of adolescent pupils i.e. low, average and high to develop a healthy mindedness and better values in them. Guidance workers should also have a full record of the adolescent pupils to control the problem. They should also chalk out different cultural and educational programmes to deal with the problem.

It was unveiled from the present study that the adolescents of high n-Ach. and low n-Ach. groups are morally weak and unstable and thus fall in a state of uncertainty and hopelessness on and often thus loose their career and become frustrated. Guidance workers should arrange different programmes, documentary shows and functions to meet out the problem.

#### IMPLICATIONS FOR GOVERNMENT

It was found in the study that the adolescent

pupils of high and low n-Ach. groups are weak with their bodies and unsound in strength. The Government should take special measures to resolve these problems. This can be done by tightening the educational authorities so as to run influential programmes in the fields of education , games and sports. Government should recruit some special officers for checking the school educational and sports programmes and to eradicate the mal-practices in the schools which is an infection disease prevailing in educational system . Government should take some urgent steps to develop the educational standard and healthy conditions so that low n-Ach group of adolescent pupils may raise their academic performance. Government should provide more facilities to the institutions and should have a keen watch upon the utilization of educational, games and boys funds which are becoming a regular sources of income to the managements and school authorities.

Government may arrange some compulsory courses that may upgrade moral and emotional standard among the management bodies of schools and educational authorities alongwith the teachers having indulgence in these activities. Government may also prepare some documentary films and utilize the mass media for the development of moral stability among adolescents. Government should also control the crowd of unhealthy feature films. Government

arrange some formal agencies to root out the doubts from the minds of adolescents pupils . Government should also call the teachers to discuss and train them for adolescent's problems specially.

In the present study it was found that the adolescents holding high need achievement are of the view of prevailing emotional state or predominance of a particular kind of emotional reactions. This state of emotional predominance may hamper their capabilities. Government should be serious regarding this problem and should try out to remove the factors involving the problem. This may be done by appointing a separate psychologist in schools which may go deep to peep into the psychology of the adolescents. Government should be vigilant and generous to extend proper financial help frequently.

It was found in the present study that the adolescents having high and low need achievements are morally unstable, unsound and weak with their bodies. Government should extend its hand and help for these adolescents through various psychological agencies of public and private sector. Government through S C E R T and N C E R T and state psychological department should compile a variety of educational and psychological programmes which may develop a sense of worth and stability among the

adolescent pupils.

SUGGESTIONS FOR FURTHER STUDIES.

1. The study is confined to Jalaun district only. Such type of study may also be conducted over other big cities like Kanpur, Lucknow, Delhi etc. This could give a better representation of adolescents.
2. The impact of Adjustment and Self-Concept upon the achievement motivation of adolescents of Jalaun district has been taken into this study. Some other backward cities of Bundelkhand and other regions may be selected for such type of study and their results may be compared with those of some big cities. This would provide a direction to help the various agencies for the upliftment of adolescents of backward cities.

Study could be very well conducted on the population which is school going i.e. the youth who never attend school. It can be made as a subject for the study.

4. The study is confined to adolescent boys only. It would be worthwhile to study the adolescents girls also.
5. The comparison of urban adolescents pupils with that of rural adolescent pupils would have been also worthwhile .



6. It would also be useful that apart from such study , some other psychological phenomenon like level of aspiration , approval , affiliation , frustration , leadership , creativity if studied.
7. A study on thorough analysis of behavioural and other problems of adolescent pupils would also be useful for further research.
8. A study on socio economic status and attitudes of adolescent pupils ( both boys and girls ) would also be worth-while.
9. A study on the moral and psychological values of adolescents would also be fruitful for the field of education .

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# APPENDIX - 1

## Raw Scores of Adolescent pupils on Adjustment, Self Concept and Need - Achievement

S.N.	Adjustment				Self Concept						Total	N <sup>o</sup> Ach
	1	2	3	Total	1	2	3	4	5	6		
1	2	9	3	14	39	29	39	39	30	36	212	23
2	2	6	4	12	28	23	33	33	33	23	173	26
3	1	5	2	8	41	35	35	40	36	30	217	24
4	2	7	3	12	31	32	34	31	32	23	183	22
5	1	7	7	15	25	26	29	26	32	21	159	20
6	1	10	1	12	27	33	33	35	33	30	191	24
7	2	6	5	13	29	19	34	36	34	29	181	25
8	2	6	5	13	29	12	41	35	35	29	181	27
9	2	8	4	14	38	34	41	34	35	28	210	28
10	4	10	5	19	28	19	25	26	19	26	143	23
11	3	10	6	19	27	33	35	29	35	26	185	20
12	3	8	5	16	29	21	33	38	33	29	183	26
13	1	10	6	17	29	26	30	32	30	24	171	22
14	5	7	5	17	27	31	34	35	33	31	191	25
15.	11	8	14	33	31	28	28	32	31	32	182	21
16	3	8	10	21	29	26	30	31	27	32	175	26
17	6	5	5	16	22	28	26	27	26	26	155	27
18	7	9	8	24	30	27	29	33	29	23	171	26
19	1	10	9	20	26	21	29	28	32	23	159	26
20	4	10	7	21	29	22	32	28	25	29	165	20

### Adjustment

(Description of numbers noted above)

1= Emotional, 2= Social, 3= Educational

### Self Concept

(Description of numbers noted above)

1= Physical, 2= Social, 3= Temperamental, 4= Educational

5= Moral, 6= Intellectual.



S.N.	Adjustment				Self Concept						Total	N- Ao
	1	2	3	Total	1	2	3	4	5	6		
21	3	2	3	8	32	32	30	34	32	26	186	24
22	0	4	3	7	30	35	36	37	33	30	201	22
23	2	4	1	9	25	34	31	36	37	29	192	25
24	0	7	0	7	33	28	37	36	39	30	203	25
25	3	11	5	19	22	29	27	30	33	26	167	20
26	0	6	8	14	29	31	21	36	31	18	166	23
27	3	10	10	23	31	24	30	25	28	24	162	19
28	8	9	10	27	24	27	29	31	32	25	168	21
29	1	8	5	14	33	33	34	26	37	20	183	25
30	0	5	5	10	33	31	32	28	28	24	176	22
31	0	7	3	10	36	34	37	39	29	25	200	20
32	5	8	8	21	29	30	34	35	31	24	183	25
33	1	1	1	3	36	37	39	38	33	29	212	27
34	1	7	1	9	24	25	31	32	26	29	167	22
35	3	9	5	17	28	25	33	34	31	19	170	25
36	2	10	3	15	30	29	35	39	35	30	198	33
37	2	7	6	15	32	27	37	33	35	32	196	28
38	1	7	9	17	29	28	30	32	26	23	168	26
39	1	8	4	13	33	27	32	39	38	28	197	29
40	0	2	3	5	40	40	40	39	36	23	218	30

S.N.	Adjustment				Self Concept							N-Ach.
	1	2	3	Total	1	2	3	4	5	6	Total	
41	07	10	8	25	28	18	26	23	24	21	140	27
42	3	5	4	12	25	17	28	37	30	25	162	30
43	1	3	3	7	24	31	29	29	30	24	167	29
44	1	5	1	7	39	40	39	37	38	30	223	30
45	2	9	11	22	31	22	36	29	26	30	174	28
46	1	9	3	13	27	23	36	33	31	24	174	29
47	3	4	7	14	30	33	26	28	26	20	163	36
48	3	3	8	14	40	36	40	39	26	23	201	32
49	1	9	5	15	34	35	35	35	37	26	202	31
50	3	7	7	17	31	28	32	30	27	21	169	33
51	1	9	4	14	36	32	37	40	34	35	214	32
52	1	3	4	8	29	31	31	38	28	25	182	28
53	3	5	2	10	28	36	39	37	35	33	208	35
54	4	8	4	16	39	35	32	40	38	36	220	30
55	0	7	3	10	35	25	28	37	38	30	203	31
56	5	6	8	19	28	32	34	37	36	26	193	33
57	6	7	5	18	38	20	36	40	17	37	188	22
58	0	7	8	15	22	28	27	26	30	22	155	28
59	4	3	5	12	36	25	38	39	23	29	189	30
60	1	8	1	10	26	30	35	33	33	21	178	32

S.N.	Adjustment				Self Concept							N-Ach.
	1	2	3	Total	1	2	3	4	5	6	Total	
61	0	8	3	11	24	30	35	33	31	23	176	28
62	0	7	4	11	31	30	35	36	37	30	199	30
63	1	5	4	10	25	30	32	31	32	25	175	25
64	3	8	3	14	32	35	32	34	28	28	189	29
65	4	14	9	27	31	30	27	31	28	19	166	33
66	2	9	8	19	23	25	28	25	27	24	152	31
67	6	6	14	26	22	20	28	22	9	20	121	26
68	3	8	6	17	29	26	34	37	32	32	190	29
69	0	4	2	6	39	31	38	36	40	36	220	25
70	1	5	2	8	23	34	37	31	32	27	184	28
71	0	9	1	10	39	26	40	34	35	27	201	27
72	2	8	5	15	29	25	30	34	31	24	173	28
73	5	7	8	20	30	29	35	32	25	29	160	35
74	3	10	5	18	25	35	28	28	20	30	166	38
75	4	12	8	24	32	31	35	24	29	32	183	32
76	1	9	7	17	29	31	30	33	39	29	191	10
77	2	5	2	9	29	28	33	36	32	29	187	28
78	4	5	4	13	30	33	34	38	32	28	195	7
79	7	11	10	28	31	28	24	30	28	35	176	15
80	7	5	4	16	32	29	29	25	25	23	165	7

S.N.	Adjustment				Self Concept							N - Ach.
	1	2	3	Total	1	2	3	4	5	6	Total	
81	0	6	2	8	26	26	32	36	35	35	190	7
82	4	8	5	17	31	29	34	30	32	29	185	19
83	5	10	4	19	31	33	35	30	33	33	195	9
84	4	2	8	14	35	38	38	38	39	30	217	13
85	0	5	2	7	36	37	38	39	32	39	211	15
86	0	5	1	6	40	33	30	39	40	28	210	16
87	1	6	3	10	29	33	35	38	36	32	203	17
88	6	6	3	15	32	29	33	38	32	32	196	17
89	2	5	2	9	30	28	33	36	44	31	202	26
90	0	9	3	12	28	24	36	35	26	33	182	16
91	0	5	5	10	33	26	29	32	29	26	175	24
92	2	6	2	10	33	20	36	37	26	28	180	21
93	2	7	8	17	25	25	26	31	20	16	143.	19
94	5	5	4	14	30	25	34	35	31	32	187	6
95	6	4	2	12	37	20	35	36	23	35	186	10
96	3	8	5	16	36	29	35	30	37	31	198	19
97	2	8	4	14	33	31	34	36	35	26	195	27
98	5	6	5	16	38	35	36	38	28	32	207	5
99	6	11	7	24	31	27	31	31	22	31	173	7
100	5	9	7	21	30	28	36	30	25	30	179	7

S.N.	Adjustment				Self Concept							N- Ach.
	1	2	3	Total	1	2	3	4	5	6	Total	
101	2	7	6	15	27	30	33	40	27	31	188	6
102	3	6	5	14	28	34	31	32	27	32	184	11
103	4	7	3	14	28	28	31	33	31	29	180	12
104	0	7	5	12	34	25	36	39	38	33	205	13
105	4	5	8	17	26	24	33	34	31	29	177	10
106	5	5	3	13	29	29	36	36	36	27	193	25
107	1	4	1	6	36	31	35	36	35	28	201	12
108	0	2	3	5	26	31	35	36	34	33	195	12
109	9	11	8	28	24	30	34	36	29	28	181	13
110	7	5	3	15	36	17	36	38	27	30	184	6
111	7	6	4	17	36	19	36	39	26	30	186	7
112	10	6	7	23	28	34	31	25	25	32	175	7
113	2	6	5	13	31	27	31	35	36	25	185	6
114	1	7	5	13	33	21	33	39	29	27	182	13
115	3	4	8	15	33	28	23	36	30	26	176	7
116	1	7	3	11	31	27	33	29	31	26	177	7
117	3	8	5	16	29	21	33	38	33	29	183	7
118	1	10	6	17	29	26	30	32	30	24	171	7
119	4	7	8	19	37	28	23	36	26	21	171	13
120	1	7	6	14	28	21	28	31	30	30	168	17



S.N.	Adjustment				Self Concept						Total	N-Ach.
	1	2	3	Total	1	2	3	4	5	6		
121	0	6	3	9	34	21	38	34	28	25	180	8
122	1	9	1	11	33	37	31	35	36	27	199	19
123	2	9	5	16	26	35	31	35	37	28	192	8
124	0	5	1	6	33	33	39	37	38	29	207	23
125	2	6	4	12	30	30	37	39	33	36	205	13
126	8	4	8	20	27	12	31	33	30	24	167	7
127	2	4	3	9	31	29	36	40	35	36	207	7
128	1	7	2	10	28	31	31	36	32	22	180	16
129	2	5	7	14	33	23	34	33	29	24	176	12
130	0	10	2	12	37	32	33	40	35	29	206	24
131	2	4	1	7	30	30	27	39	33	34	193	7
132	5	6	2	13	31	25	27	36	25	29	173	7
133	2	8	2	12	30	25	29	26	25	23	158	12
134	2	6	6	14	30	28	23	37	30	25	193	19
135	1	8	5	14	26	26	32	36	35	24	179	7
136	4	8	5	17	27	35	26	36	34	30	188	8
137	1	6	3	10	23	24	33	38	30	24	172	11
138	2	5	8	15	32	22	36	34	30	25	179	7
139	2	7	5	15	34	27	27	30	36	25	179	5
140	3	8	5	16	33	25	28	33	33	27	189	14

S.N.	Adjustment				Self Concept						Total	N-Ach.
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143	5	2	3	10	30	35	32	35	31	28	191	7
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147	3	2	4	9	29	27	32	32	28	34	182	9
148	3	8	2	13	30	32	30	33	27	30	182	15
149	3	5	7	15	33	25	32	35	29	27	181	12
150	4	9	2	15	27	34	27	38	33	29	188	14
151	3	8	4	15	27	25	31	41	28	39	191	30
152	3	5	5	13	33	26	32	35	23	29	178	33
153	2	4	3	9	33	29	34	35	33	39	203	31
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156	2	9	2	13	33	32	32	36	33	30	193	32
157	1	5	4	10	30	21	23	30	23	36	163	31
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159	3	7	2	12	21	33	19	34	12	19	138	35
160	3	9	6	18	34	41	41	25	35	33	209	30



S.N.	Adjustment				Self Concept						N-Ach.	
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162	2	7	6	15	34	35	35	19	35	33	191	33
163	3	9	5	17	29	26	26	28	29	29	167	29
164	4	8	6	18	26	31	28	26	28	27	166	32
165	11	7	14	32	30	22	29	31	27	29	168	28
166	3	7	9	19	30	34	28	30	26	29	177	33
167	5	4	5	14	33	27	31	32	35	32	190	34
168	7	8	9	24	30	33	31	27	26	29	176	33
169	9	1	10	20	33	23	26	32	32	31	177	33
170	5	11	8	24	24	26	27	32	30	25	164	27
171	4	2	4	10	28	34	35	32	22	21	172	31
172	1	3	4	8	29	32	30	36	31	37	195	29
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174	1	6	1	8	32	25	32	33	37	39	198	32
175	3	10	6	19	30	29	30	26	29	23	167	27
176	1	7	9	17	33	33	24	31	29	22	172	30
177	2	11	11	24	29	31	24	27	33	31	175	25
178	7	8	11	26	32	34	29	30	31	27	183	28
179	2	7	6	15	30	36	25	31	26	28	176	32
180	1	4	4	9	28	37	32	28	31	33	189	29

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S.N.	Adjustment				Self Concept							N-Ach.
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185	3	8	6	17	29	31	33	26	31	35	185	32
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187	2	6	7	15	32	23	28	23	21	25	152	35
188	1	8	9	18	30	24	36	38	26	35	189	33
189	1	7	5	13	33	32	39	39	23	37	203	36
190	0	2	4	6	29	28	26	40	32	30	185	37
191	6	11	8	25	28	27	40	18	17	31	161	34
192	3	6	4	13	24	25	28	40	33	29	179	37
193	1	4	3	8	39	31	27	30	40	34	201	36
194	2	5	1	8	35	36	35	23	22	40	191	37
195	1	8	10	19	39	36	36	26	40	35	212	35
196	1	3	0	13	35	39	28	35	29	37	202	36
197	7	3	4	14	38	26	31	26	26	37	186	43
198	5	9	8	22	26	23	20	24	30	30	153	39
199	8	9	1	18	21	35	25	33	26	30	170	38
200	4	7	3	14	38	38	35	28	34	27	200	40

S.N.	Adjustment				Self Concept						Total	N-Ach.
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202	1	3	2	6	38	32	39	31	37	25	202	35
203	4	5	3	12	28	32	31	36	33	25	185	42
204	4	7	8	19	25	38	27	30	37	32	189	37
205	4	8	0	12	28	33	29	29	35	28	182	38
206	3	6	5	14	28	37	34	31	32	30	192	40
207	5	6	6	17	30	36	26	22	38	28	180	29
208	0	7	5	12	32	20	28	25	30	25	160	35
209	4	7	8	19	20	35	38	27	36	34	190	37
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211	4	8	0	12	25	23	30	32	31	23	164	35
212	3	0	7	10	25	30	35	30	30	30	180	37
213	4	5	3	12	28	27	32	35	32	35	189	32
214	3	5	1	9	25	31	34	31	36	33	190	36
215	2	14	9	25	27	28	28	32	37	31	183	30
216	8	9	4	21	23	30	25	28	19	24	149	38
217	2	8	6	16	20	32	36	26	27	24	165	33
218	14	8	3	25	31	35	25	40	32	9	172	36
219	6	4	0	10	22	37	36	31	34	34	194	32
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S.N.	Adjustment				Self Concept						N - Ach.	
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224	5	7	5	17	33	28	31	31	35	39	197	44
225	3	12	7	22	35	28	35	30	33	34	195	39
226	5	10	4	19	38	36	33	24	28	32	191	10
227	2	5	7	14	25	20	29	39	32	32	177	35
228	4	5	1	10	28	27	29	32	30	29	175	07
229	2	5	7	14	35	23	35	29	33	30	185	15
230	4	11	4	19	39	33	32	35	25	28	192	07
231	7	5	10	22	38	30	30	36	25	30	189	06
232	4	6	4	14	38	35	40	32	29	24	198	25
233	5	6	0	11	38	33	29	26	29	28	183	09
234	5	10	4	19	31	32	26	31	31	35	186	20
235	8	2	4	14	36	40	29	32	30	28	195	22
236	2	5	0	7	24	28	29	33	33	37	184	23
237	0	5	2	7	38	30	35	33	33	36	205	24
238	2	6	3	11	35	36	39	38	39	39	225	23
239	3	6	6	15	32	40	26	32	44	26	200	33
240	3	5	2	10	33	37	32	32	28	39	195	23

S.N.	Adjustment				Self Concept							N - Ach.
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242	5	6	2	13	26	31	31	30	31	32	181	28
243	4	7	2	13	29	33	29	27	28	33	179	26
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245	5	8	2	15	26	29	24	21	30	32	162	17
246	5	8	3	16	30	26	30	33	31	30	180	26
247	5	8	4	17	29	36	25	26	27	29	172	34
248	7	6	2	15	34	35	36	31	38	31	205	11
249	7	7	3	17	27	27	25	22	28	35	164	07
250	5	7	5	17	37	23	31	20	26	39	176	06
251	0	7	6	13	31	37	31	35	36	30	200	13
252	8	5	4	17	38	31	30	40	32	33	204	18
253	1	5	4	10	39	34	36	36	36	36	217	19
254	8	5	1	14	36	38	25	35	39	36	209	20
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257	8	5	4	17	25	25	26	34	25	30	165	19
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259	9	5	4	18	34	31	31	38	33	36	203	20
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S.N.	Adjustment				Self Concept						N-Ach.	
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264	5	7	3	15	35	31	34	26	31	35	192	20
265	5	8	1	14	33	30	23	35	20	25	166	07
266	3	10	6	19	36	19	35	28	34	31	183	07
267	6	7	1	14	32	28	30	30	31	32	183	07
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269	4	7	6	17	30	26	29	37	28	23	173	07
270	1	7	8	16	28	22	27	31	28	33	169	20
271	0	9	1	10	34	33	26	33	30	27	183	15
272	3	6	1	10	22	30	33	33	37	31	186	26
273	0	9	5	14	38	31	31	39	37	31	227	15
274	1	5	2	8	33	39	37	35	33	34	211	30
275	8	6	4	18	28	36	37	38	33	30	202	20
276	8	4	2	14	24	36	39	28	27	25	179	07
277	1	4	3	8	36	22	24	29	34	29	174	07
278	2	7	2	11	25	33	35	29	32	35	189	23
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280	2	10	2	14	27	27	33	34	31	36	188	31

S.N.	Adjustment				Self Concept						N-Ach.	
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282	2	6	2	10	31	30	37	33	28	31	190	14
283	2	8	2	12	30	31	30	37	30	28	186	19
284	6	6	2	14	30	26	27	23	32	34	172	26
285	4	8	5	17	27	22	24	35	26	28	162	14
286	5	8	1	14	23	32	36	33	36	27	187	15
287	2	6	3	11	30	34	38	36	36	37	211	18
288	8	5	1	14	30	35	34	30	30	36	195	07
289	5	8	2	15	25	25	24	30	24	25	153	12
290	6	8	3	17	27	29	25	28	27	30	166	20
291	2	5	2	9	29	29	31	30	27	33	179	14
292	3	5	4	12	33	35	33	35	32	34	202	18
293	3	2	4	9	29	30	32	29	32	28	180	14
294	3	5	3	13	25	30	27	35	26	32	175	12
295	1	8	3	12	28	32	30	30	32	33	185	16
296	4	2	8	14	27	33	30	29	30	28	177	19
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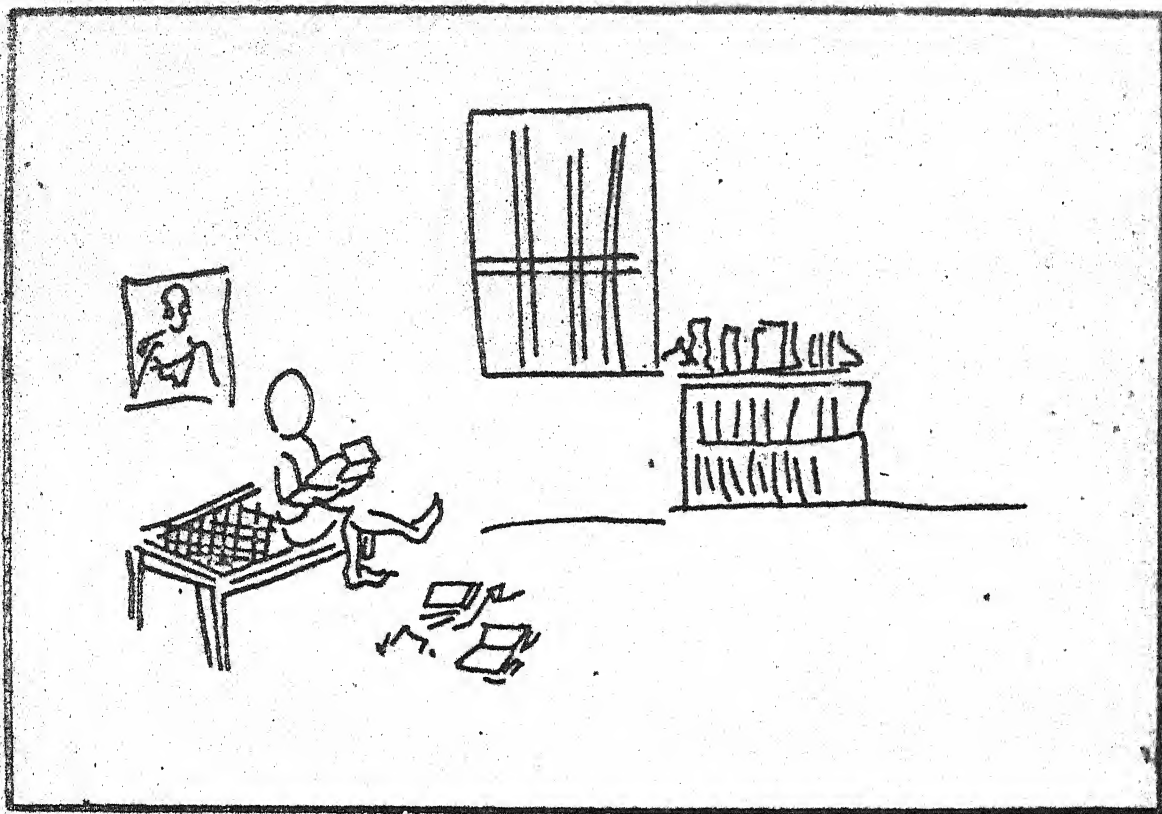
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312	4	8	2	14	25	35	30	33	34	36	193	32
313	4	10	4	18	22	28	31	29	29	37	176	28
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317	6	7	11	24	34	35	32	41	36	33	201	33
318	10	8	5	23	25	24	35	35	26	32	177	32
319	6	8	14	28	33	29	19	30	38	35	184	34
320	8	5	3	16	34	32	33	28	35	30	182	26

S.N.	Adjustment				Self Concept						N-Ach.	
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322	10	6	8	24	29	27	27	29	33	26	169	36
323	4	10	9	23	32	28	29	30	28	32	189	34
324	0	2	7	9	36	34	32	31	37	25	195	28
325	2	4	0	6	37	36	37	27	26	33	206	39
326	0	4	3	7	21	30	29	29	31	27	177	37
327	3	6	10	19	32	26	31	28	26	29	172	38
328	0	11	5	16	31	27	34	31	28	18	169	41
329	0	8	0	8	26	30	36	36	38	28	193	34
330	10	10	3	23	32	28	29	40	28	32	189	32
331	8	5	5	18	36	30	39	31	35	29	200	37
332	3	9	5	17	25	31	38	32	34	30	190	38
333	1	1	3	5	29	26	34	35	27	29	180	42
334	1	1	0	2	33	28	27	39	31	29	187	35
335	1	5	0	6	40	27	30	33	33	19	182	34
336	7	8	1	16	30	35	32	32	40	28	197	36
337	3	8	1	12	25	28	40	29	26	32	180	35
338	3	2	2	7	23	38	39	26	27	24	177	36
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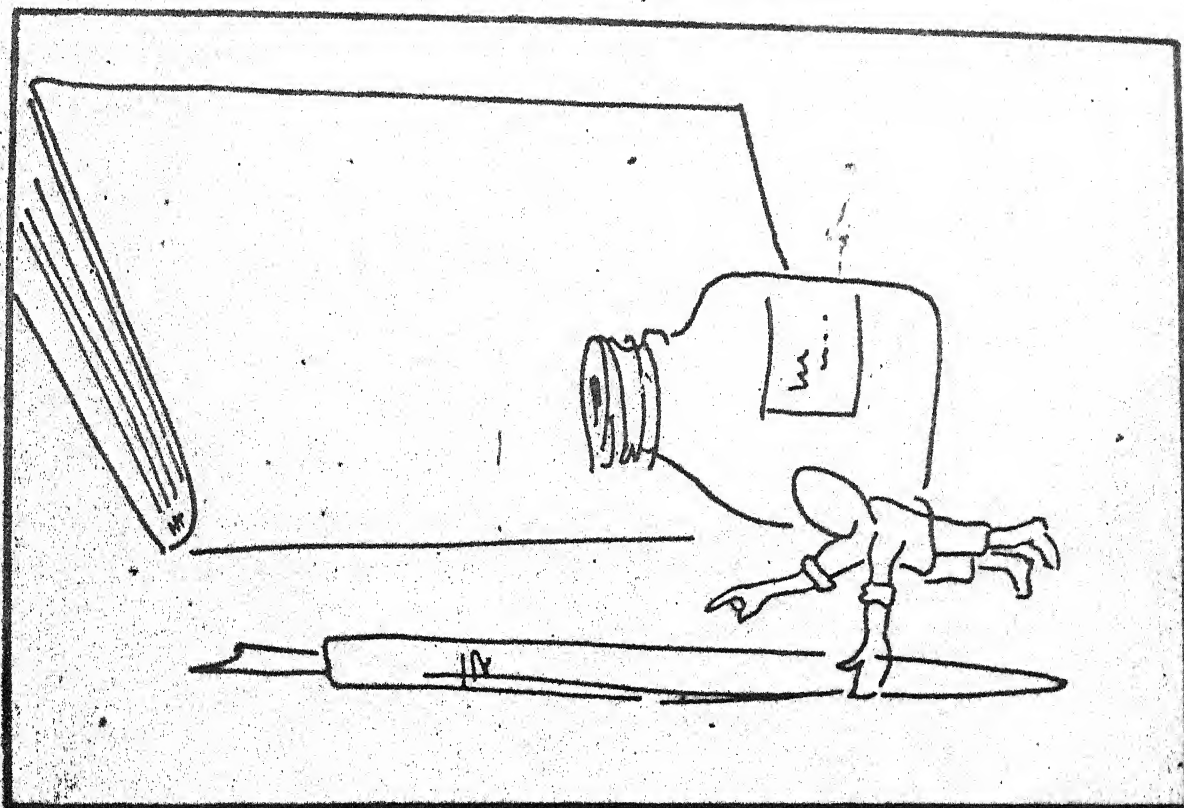
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358	2	4	3	9	29	36	40	22	27	39	187	13
359	5	6	7	18	32	35	40	33	27	22	189	20
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S.N.	Adjustment				Self Concept						Total	N-Ach.
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362	1	0	4	5	32	30	35	33	37	25	192	30
363	0	4	5	9	31	35	25	36	31	23	181	27
364	4	5	4	13	23	30	32	31	37	23	156	25
365	0	7	7	14	22	25	27	34	32	33	173	12
366	7	4	2	13	27	20	28	31	28	25	159	16
367	1	4	3	8	39	26	28	31	32	23	179	25
368	8	7	5	20	23	31	24	22	27	29	156	33
369	8	14	9	31	39	34	38	37	29	24	201	10
370	6	8	4	18	29	26	37	36	32	20	180	06
371	5	9	8	22	30	25	40	31	40	32	198	06
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373	9	5	5	19	36	36	32	32	28	40	204	14
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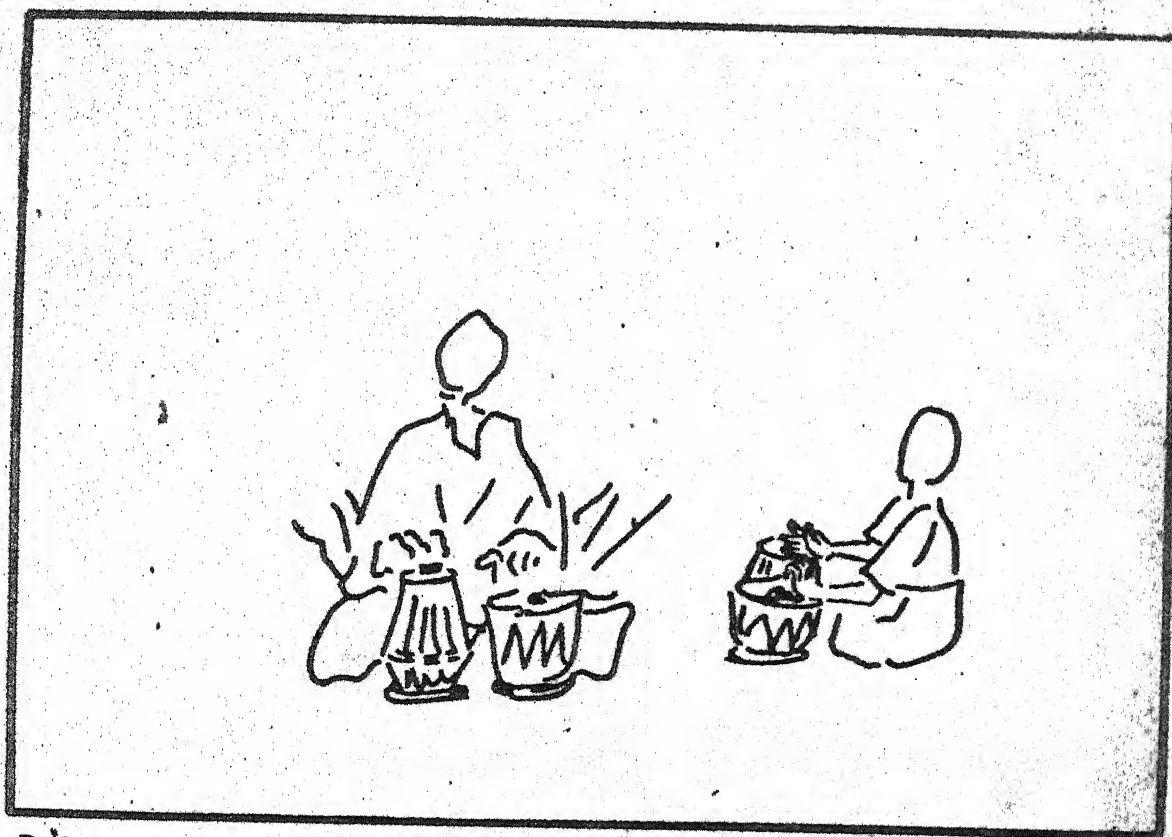
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383	7	8	5	20	28	35	32	30	24	33	182	13
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385	2	2	6	10	26	36	33	32	28	24	179	25
386	6	14	8	28	40	37	28	34	26	31	196	20
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388	4	4	3	11	30	29	33	32	38	28	190	21
389	14	8	0	22	20	28	25	24	26	22	145	15
390	0	9	5	14	23	33	25	30	35	25	171	22
391	2	10	3	15	30	29	35	39	35	30	198	33
392	3	4	7	14	30	33	26	28	26	20	163	36
393	3	3	8	14	40	36	40	39	26	23	204	32
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395	1	9	4	14	36	32	37	40	34	35	214	32
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397	5	6	8	19	28	32	34	37	36	26	193	33
398	1	8	1	10	26	30	35	33	33	21	178	32
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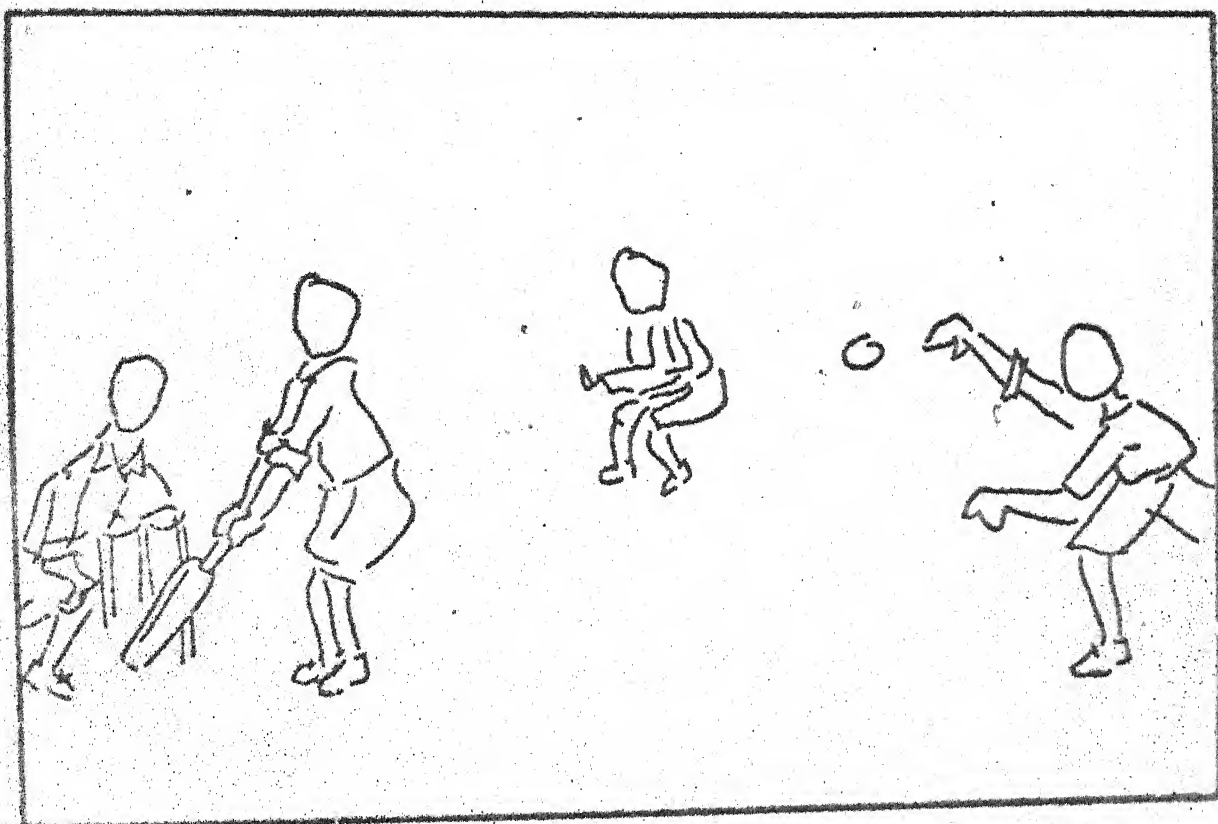


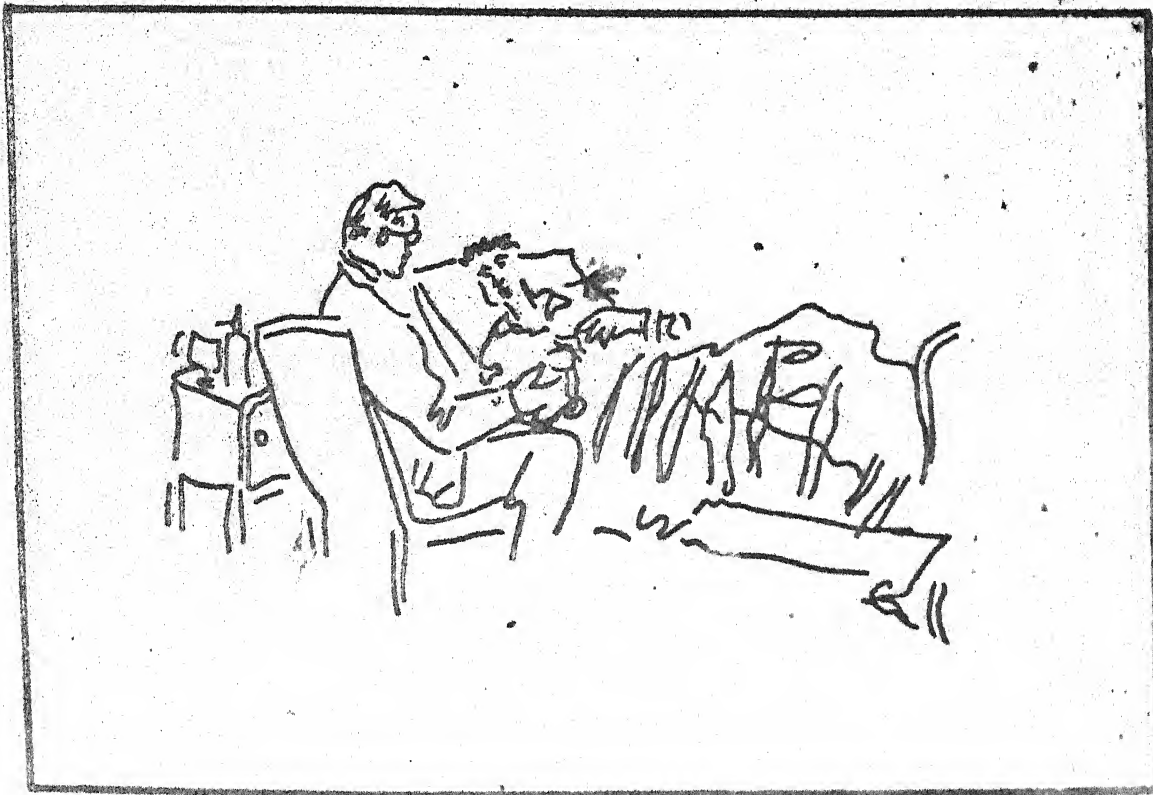




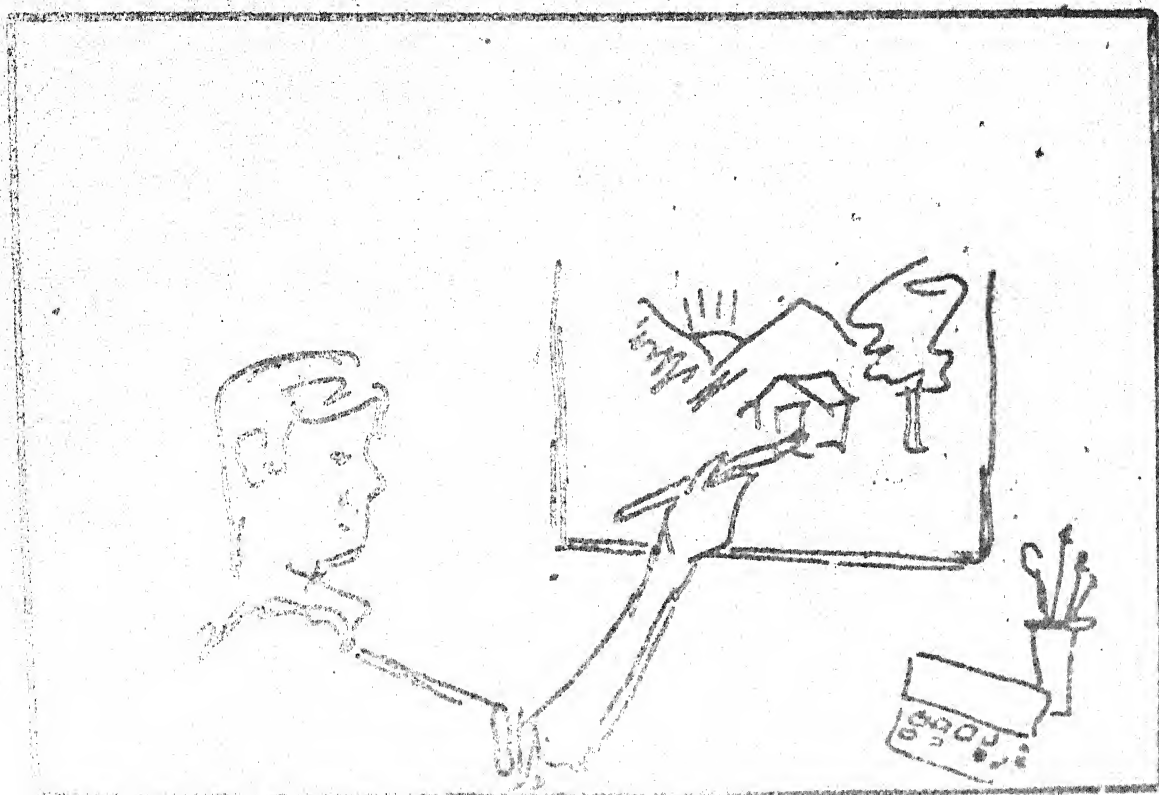


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DR. A. K. P. SINHA (Patna)

DR. R. P. SINGH (Patna)

T. M. No.  
458715

**A I S S**

[Hindi Version]

**SCQ**

निम्न सूचनायें परीक्षार्थी को भरनी हैं :—

विद्यार्थी का नाम—

आयु—

कक्षा—

लड़का/लड़की—

स्कूल का नाम—

जिला—

दिनांक—

### निर्देश

आगे के पन्नों पर तुम्हारे स्कूल से सम्बन्धित कुछ प्रश्न दिए हैं; जिनके सामने दो खाने (□) बने हैं। प्रत्येक प्रश्न को ध्यान से पढ़ो और यह निश्चय कर लो कि तुम किसी भी प्रश्न का उत्तर 'हाँ' के द्वारा देना चाहते हो या 'नहीं' के द्वारा। यदि 'हाँ' के द्वारा देना चाहते हो तो 'हाँ' के नीचे वाले खाने (□) में तथा यदि 'नहीं' के द्वारा देना चाहते हो तो 'नहीं' के नीचे वाले खाने (□) में सही (✓) का निशान लगाओ। याद रहे कि तुम्हारा उत्तर किसी दूसरे व्यक्ति को नहीं बताया जायेगा। इसलिए बिना किसी संकोच भाव के सभी प्रश्नों के उत्तर दो। समय की पाबन्दी नहीं है, फिर भी यथाशीघ्र समाप्त करने का प्रयत्न करो।

### SCORING TABLE

Adjustment Areas →	Emotional (क)	Social (ख)	Educational (ग)	Total
Scores →				

Estd. : 1971

Phone : 63551

**National**  
PSYCHOLOGICAL CORPORATION  
4/230 KACHERI GHAT, AGRA - 282 004 (INDIA)

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7	
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	हाँ	नहीं
1. (क) क्या तुमको स्कूल में हमेशा किसी बात का डर लगा रहता है ?	<input type="checkbox"/>	<input type="checkbox"/>
2. (ख) क्या तुम अपने सहपाठियों से मिलने से भागते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
3. (ग) पढ़ी हुई चीज को क्या तुम जल्दी ही भूल जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
4. (क) किसी सहपाठी से कुछ अनुचित बात अनजाने में बोल दी जाती है तो क्या तुम तुरन्त क्रुद्ध हो जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
5. (ख) क्या तुम दयालु स्वभाव के हो ?	<input type="checkbox"/>	<input type="checkbox"/>
6. (ग) क्या तुमको परीक्षा से डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>
7. (क) किसी शिक्षक द्वारा किसी गलती के लिए डाँटे जाने पर तुम चिन्तित रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
8. (ख) क्या तुम क्लास में किसी चीज को नहीं समझने पर शिक्षक से उठकर प्रश्न पूछने में हिचकिचाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
9. (ग) क्या क्लास की पढ़ाई को समझने में तुम्हें कठिनाई होती है ?	<input type="checkbox"/>	<input type="checkbox"/>
10. (क) क्या तुम अपने उन सहपाठियों से जिन्हें शिक्षक अधिक मानते हैं, ईर्ष्या करते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
11. (ख) क्या तुम शिक्षकों के बीच बेखटके चले जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
12. (ग) क्या क्लास की पढ़ाई को तुम ठीक से नोट कर लेते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
13. (क) क्या तुम, यह देखकर कि तुम्हारे बहुत से सहपाठी तुमसे अच्छे हैं, द्वेष करने लगते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
14. (ख) क्या स्कूल में तुम्हें कभी-कभी ऐसा लगता है कि तुम्हारा कोई मित्र नहीं है ?	<input type="checkbox"/>	<input type="checkbox"/>
15. (ग) क्या क्लास में पढ़ाई के समय तुम प्रायः ऊँघते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
16. (क) कुछ विद्यार्थियों को आपस में बात करते देखकर तुम्हें लगता है कि शायद तुम्हारी निन्दा कर रहे हैं ?	<input type="checkbox"/>	<input type="checkbox"/>
17. (ख) क्या तुम आसानी से दोस्ती कर लेते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
18. (ग) क्या तुम इस स्कूल के शिक्षकों की पढ़ाई से सन्तुष्ट रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
19. (क) क्या तुम इस स्कूल के किसी कार्यक्रम में आगे नहीं आने पर दूसरों पर अपना क्रोध प्रकट करने लगते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
20. (ख) जब कुछ लड़के इकट्ठे होकर बात करते हैं तो क्या तुम भी बेखटके शामिल हो जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>

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21. (ग) क्या तुम ऐसा समझते हो कि स्कूल के शिक्षक तुम्हारी कठिनाई पर ध्यान नहीं देते हैं ?

22. (क) क्या तुम स्कूल में प्रायः उदास और खिन्न रहते हो ?

23. (ख) क्या तुम सहपाठियों से मिलकर एक साथ काम करना चाहते हो ?

24. (ग) क्या तुम अपनी पढ़ाई की प्रगति से सन्तुष्ट हो ?

25. (क) क्या तुमको ऐसा लगता है कि शिक्षक तुम्हारी अवहेलना करते हैं ?

26. (ख) क्या तुम क्लास में शिक्षक का ध्यान अपनी ओर आकर्षित करने की चेष्टा करते हो ?

27. (ग) क्या पढ़ना तुम्हारे लिए भार मालूम पड़ता है ?

28. (क) क्या जब कोई विद्यार्थी शिक्षक से तुम्हारी साधारण शिकायत की बात करता है तो तुम आवेश में आकर उसको हानि पहुँचाने का प्रयत्न करते रहते हो ?

29. (ख) क्या तुम प्रायः एकान्त में रहना पसन्द करते हो ?

30. (ग) क्या तुम्हारे शिक्षक पठन सम्बन्धी तुम्हारी कठिनाई को दूर करने के लिए हमेशा तत्पर रहते हैं ?

31. (क) क्या तुम अपने स्कूल से प्रायः असन्तुष्ट रहते हो ?

32. (ख) क्या तुम अपने स्कूल के विद्यार्थियों से मेलजोल बढ़ाते रहते हो ?

33. (ग) क्या तुम्हारे स्कूल के शिक्षक तुम्हारी प्रशंसा करते हैं ?

34. (क) क्या तुम गलती करने पर भी सीनाजोरी करने पर तुल जाते हो ?

35. (ख) क्या तुम क्लास में आगे की सीटों पर बैठना पसन्द नहीं करते हो ?

36. (ग) क्या परीक्षा में प्रायः तुम कम अंक पाते हो ?

37. (क) क्या जब शिक्षक तुमसे कोई प्रश्न पूछते हैं तो तुम्हारे मन में उनके प्रति द्वेष का भाव उत्पन्न हो जाता है ?

38. (ख) क्या तुम्हारा अपने सहपाठियों से मेलजोल रहता है ?

39. (ग) क्या तुम यह चाहते हो कि स्कूल में और अधिक छुट्टियाँ रहें ?

40. (क) क्या तुम अपने सहपाठियों द्वारा किए गए कुछ हँसी-मजाक की बात पर भी तुरन्त तमतमा जाते हो ?



- |                                                                                                             | हाँ                      | नहीं                     |
|-------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 41. (ख) क्या स्कूल की गोष्ठियों में तुम खुलकर भाग लेते हो ?                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. (ग) क्या तुम छुट्टी के पहले ही कभी-कभी स्कूल से चले जाते हो ?                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. (क) क्या तुम अपने सहपाठी से प्रायः झगड़ लेते हो ?                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. (ख) क्या तुम स्कूल के खेलकूद में भाग लेते हो ?                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. (ग) क्या तुम्हारे कुछ शिक्षक तुम्हें प्रायः पढ़ाई के लिए डाँटते हैं ?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. (क) क्या तुमको प्रायः स्कूल में दूसरों के प्रति शक बना रहता है ?                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. (ख) क्या तुम अपने से ऊँचे क्लास के छात्रों से बातचीत करने में लज्जाते हो ?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. (ग) क्या तुम अपने शिक्षक को आदर की दृष्टि से देखते हो ?                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. (क) जिस साथी से तुम्हारी पटती नहीं है उसके द्वारा कही गई अच्छी बात पर भी क्या तुम उद्दण्डता दिखाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. (ख) क्या इस स्कूल में तुम्हारे कुछ घनिष्ठ मित्र हैं ?                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. (ग) क्या क्लास में तुम्हारा ध्यान पढ़ाई की ओर लगा रहता है ?                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. (क) क्या परीक्षा में कम अंक आने पर तुम में शिक्षक के प्रति द्वेष का भाव उत्पन्न हो जाता है ?            | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. (ख) क्या तुम अपने सहपाठियों की हर प्रकार की सहायता करने को तत्पर रहते हो ?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. (ग) क्या तुम स्कूल के पुस्तकालय से किताब तथा पत्र-पत्रिकाएँ लेकर पढ़ते हो ?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. (क) क्या तुम अपने से ऊपर क्लास के छात्रों से मिलने में प्रायः डरते हो ?                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. (ख) क्या तुम स्कूल के अन्य विद्यार्थियों को चिढ़ाकर मजा लेते हो ?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. (ग) क्या तुम वाद-विवाद में भाग लेते हो ?                                                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. (क) क्या अपने से नीचे क्लास के छात्रों से मिलने में तुम्हें ग्लानि होती है ?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. (ख) क्या तुम अपनी नोट-बुक या पुस्तक अपने सहपाठियों के माँगने पर सहर्ष दे देते हो ?                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. (ग) क्या तुम्हें शिक्षा सम्बन्धी बातों में दिलचस्पी रहती है ?                                           | <input type="checkbox"/> | <input type="checkbox"/> |

# आत्म-सम्बोध प्रश्नावली

## [Self Concept Questionnaire]

SCQ

भार. के. सारस्वत  
प्रवक्ता मनोविज्ञान  
एन. सी. ई. आर. टी., नई दिल्ली-16

कृपया निम्न सूचनाओं को भरिये :—

नाम ..... आयु ..... ग्रामीण/शहरी .....

लिंग ..... जाति ..... धर्म .....

पिता का व्यवसाय ..... मासिक आय .....

SCORING TABLE ( Area-wise )

Item No.	A	Item No.	B	Item No.	C	Item No.	D	Item No.	E	Item No.	F
2		1		4		5		6		7	
3		8		10		13		34		11	
9		21		14		15		35		12	
20		37		16		17		41		18	
22		40		19		25		42		33	
27		43		23		26		44		36	
29		46		24		30		45		38	
31		48		28		32		47		39	
Total											

Sum of all areas.....

Est. : 1971

Phone : 65780

नेशनल साइकलॉजिकल कारपोरेशन

४/२३०, कचहरी घाट, आगरा-२६२००४

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## उद्देश्य—

सभी व्यक्ति एक से नहीं होते। प्रत्येक व्यक्ति में कुछ विशेषताएँ होती हैं जो उनको दूसरों से भिन्न करती हैं। इन विशेषताओं के आधार पर व्यक्तियों के स्वभाव अलग-अलग होते हैं। व्यक्तियों में पाई जाने वाली कुछ विशेषताओं को लेकर आपसे आपके बारे में कुछ प्रश्न पूछे गए हैं। आप में यह गुण अलग-अलग मात्रा में होंगे। हम यह जानना चाहते हैं कि आपके न गुणों का आपके जीवन के अन्य पहलुओं पर कैसा प्रभाव है। इस उद्देश्य की सफलता आपके सहयोग पर निर्भर है। हम आपको विश्वास दिलाते हैं कि आपके द्वारा दिए गए उत्तर गोपनीय रखे जायेंगे। अतः आपसे अनुरोध है कि हर एक प्रश्न का तुरंत निःसंकोच भाव से दें।

## निर्देश—

अगले पृष्ठों पर इस प्रश्नावली में दिए गए प्रश्नों और उनके सामने अथवा नीचे कुछ सम्भावित उत्तर दिए गए हैं। इन प्रश्नों तथा उत्तरों को ध्यान से पढ़ें तथा जो उत्तर आप अपने जैसा अर्थात् आप पर उचित हो उसके सामने रिक्त स्थान ही का चिन्ह (✓) बनायें; आपको केवल एक ही उत्तर पर चिन्ह लगाना है। आपकी सहायता के लिए एक उदाहरण नीचे दिया गया है। इस कार्य को करने के लिए कोई नियत समय नहीं है; परन्तु आपको प्रश्नों के उत्तर शीघ्रता से देने हैं।

## उदाहरण—

यदि आप समझते हैं कि आपके दाँत सुन्दर हैं तो सही का चिन्ह (✓) सुन्दर के सामने या नीचे दिए गए रिक्त स्थान में पाइए जैसा नीचे दिखाया गया है।

	अति सुन्दर	सुन्दर	सामान्य	सुन्दर नहीं	बिल्कुल सुन्दर नहीं है
आपके दाँत कैसे हैं ?	(       )	(   ✓   )	(       )	(       )	(       )

हमेशा	अधिकतर	कभी-कभी	सामान्यतः	बिल्कुल नहीं	Obtained R. S.
) ( )	( )	( )	( )	( )	[ ]

हुत सुन्दर	सुन्दर	सन्तोषजनक	अच्छा नहीं	कुरूप	
) ( )	( )	( )	( )	( )	[ ]

बहुत शक्तिशाली	शक्तिशाली	सामान्य	नाजुक	अधिक नाजुक	
) ( )	( )	( )	( )	( )	[ ]

सदा प्रसन्नचित	प्रसन्नचित	सामान्य	अप्रसन्नचित	सदैव अप्रसन्नचित	
) ( )	( )	( )	( )	( )	[ ]

हुत अच्छी	अच्छी	सामान्य	अच्छी नहीं	बिल्कुल अच्छी नहीं	
) ( )	( )	( )	( )	( )	[ ]

अधिक अधिकतर	अधिकतर	सामान्यतः	कभी-कभी	बिल्कुल नहीं	
) ( )	( )	( )	( )	( )	[ ]

सदैव अधिकतर	अधिकतर	सामान्यतः	अधिकतर नहीं	बिल्कुल नहीं	
) ( )	( )	( )	( )	( )	[ ]

सदैव अधिकतर	अधिकतर	सामान्यतः	कभी-कभी	बिल्कुल नहीं	
) ( )	( )	( )	( )	( )	[ ]

अति सुन्दर	सुन्दर	सामान्य	विशेष नहीं	कुरूप	
( )	( )	( )	( )	( )	[ ]

सदैव अधिकतर	अधिकतर	सामान्य	नहीं	बिल्कुल नहीं	
( )	( )	( )	( )	( )	[ ]

- Obtained R. S. [ ]
11. क्या आप असामान्य व्यवहार सदैव प्रायः कभी-कभी अधिकतर नहीं बिल्कुल नहीं  
भी कर देते हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
12. क्या आप अपने को अनुभवी बहुत अधिक अधिक सामान्य कम अनुभव अनुभव रहित  
व्यक्ति समझते हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
13. क्या आप अपने अध्यापकों के सदैव अधिकतर सामान्यतः अधिकतर नहीं बिल्कुल नहीं  
विषय में सोचते हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
14. क्या आप अपने को शान्त प्रकृति बहुत अधिक अधिक सामान्यतः कुल अशान्त बहुत अशान्त  
का व्यक्ति मानते हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
15. क्या आप स्कूल द्वारा दिए गए सदैव नियमित अधिकतर सामान्यतः कभी-कभी बिल्कुल नहीं  
गृह कार्य को पूरा करने में नियमित हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
16. क्या आप दूसरों का अपमान कभी नहीं नहीं सामान्यतः अधिकतर सदैव  
कर देते हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
17. कक्षा में जब शिक्षक कुछ समझाते बिल्कुल अधिकतर सामान्यतः कभी-कभी अधिकतर  
हैं तो क्या आपको समझने में नहीं नहीं होती है ( ) ( ) ( ) ( ) ( ) [ ]
18. क्या आप समझते हैं कि यदि अवश्य अधिकतर सामान्यतः सन्देहात्मक बिल्कुल नहीं  
आपको अवसर मिले तो आप कुछ नयी खोज कर सकते हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
19. आपके कार्य में यदि कोई व्यक्ति बिल्कुल नहीं अधिकतर नहीं सामान्यतः अधिकतर सदैव  
गलती निकाले तो क्या आप चिड़चिड़ा जाते हैं ? ( ) ( ) ( ) ( ) ( ) [ ]
20. आपको अपना व्यक्तित्व कैसा अति आकर्षक आकर्षक सामान्यतः आकर्षक नहीं कुरूप  
लगता है ? ( ) ( ) ( ) ( ) ( ) [ ]



21. आपको दूसरे लोगों का साथ कैसे लगता है ?
- |            |              |         |                         |                         |                |
|------------|--------------|---------|-------------------------|-------------------------|----------------|
| सदैव अच्छा | अधिकतम अच्छा | सामान्य | कभी-कभी अच्छा नहीं लगता | बिल्कुल अच्छा नहीं लगता | Obtained R. S. |
| ( )        | ( )          | ( )     | ( )                     | ( )                     | [ ]            |
22. आपको अपने बजन से कितना सन्तोष है ?
- |                |          |         |           |                 |     |
|----------------|----------|---------|-----------|-----------------|-----|
| पूर्ण सन्तुष्ट | सन्तुष्ट | सामान्य | असन्तुष्ट | पूर्ण असन्तुष्ट |     |
| ( )            | ( )      | ( )     | ( )       | ( )             | [ ] |
23. छोटी-छोटी मुश्किलों के आने पर क्या आपका व्यवहार चिड़-चिड़ा हो जाता है ?
- |              |             |                |                    |                 |     |
|--------------|-------------|----------------|--------------------|-----------------|-----|
| बिल्कुल नहीं | अधिकतर नहीं | सामान्यतः नहीं | कभी-कभी हो जाता है | सदैव हो जाता है |     |
| ( )          | ( )         | ( )            | ( )                | ( )             | [ ] |
24. क्या आप डरपोक स्वभाव के हैं ?
- |              |      |           |        |           |     |
|--------------|------|-----------|--------|-----------|-----|
| बिल्कुल नहीं | नहीं | सामान्यतः | अधिकतर | बहुत अधिक |     |
| ( )          | ( )  | ( )       | ( )    | ( )       | [ ] |
25. पढ़ाई में इस समय आपका जो स्थान है उससे आपको किस हद तक सन्तोष है ?
- |                |          |         |               |                 |     |
|----------------|----------|---------|---------------|-----------------|-----|
| पूर्ण सन्तुष्ट | सन्तुष्ट | सामान्य | कुछ असन्तुष्ट | पूर्ण असन्तुष्ट |     |
| ( )            | ( )      | ( )     | ( )           | ( )             | [ ] |
26. विद्यालय में ली जाने वाली परीक्षाएँ आपको कैसी लगती हैं ?
- |            |       |         |            |                    |     |
|------------|-------|---------|------------|--------------------|-----|
| बहुत अच्छी | अच्छी | सामान्य | अच्छी नहीं | बिल्कुल अच्छी नहीं |     |
| ( )        | ( )   | ( )     | ( )        | ( )                | [ ] |
27. आपकी आवाज कैसी है ?
- |            |       |         |                |            |     |
|------------|-------|---------|----------------|------------|-----|
| बहुत अच्छी | अच्छी | सामान्य | कुछ अच्छी नहीं | असन्तोषजनक |     |
| ( )        | ( )   | ( )     | ( )            | ( )        | [ ] |
28. उपन्यास पढ़ते या चलचित्र देखते समय उसका अन्त जानने की क्या आपको प्रारम्भ के ही उत्सुकता रहती है ?
- |      |        |           |      |              |     |
|------|--------|-----------|------|--------------|-----|
| सदैव | अधिकतर | सामान्यतः | नहीं | बिल्कुल नहीं |     |
| ( )  | ( )    | ( )       | ( )  | ( )          | [ ] |
29. आपको अपना स्वास्थ्य कैसा लगता है ?
- |            |       |         |       |       |     |
|------------|-------|---------|-------|-------|-----|
| बहुत अच्छा | अच्छा | सामान्य | कमजोर | आशक्त |     |
| ( )        | ( )   | ( )     | ( )   | ( )   | [ ] |
30. कक्षा में आपकी उपस्थिति कैसी है ?
- |              |                |         |                  |                   |     |
|--------------|----------------|---------|------------------|-------------------|-----|
| सदैव उपस्थित | अधिकतर उपस्थित | सामान्य | प्रायः अनुपस्थित | अधिकतर अनुपस्थिति |     |
| ( )          | ( )            | ( )     | ( )              | ( )               | [ ] |

	पूर्ण सन्तुष्ट	सन्तुष्ट	सामान्यतः	कुछ असन्तुष्ट	पूर्ण असन्तुष्ट	Obtained R. S.
31. आपको अपनी ऊँचाई से कितना सन्तोष है ?	( )	( )	( )	( )	( )	[ ]
32. क्या आप अपनी कक्षा में ली जाने वाली परीक्षाओं में प्रथम स्थान पाने का प्रयत्न करते हैं ?	सदैव	अधिकतर	सामान्यतः	प्रायः नहीं	बिल्कुल नहीं	[ ]
	( )	( )	( )	( )	( )	
33. क्या आप कोई कार्य करते से पहले उसके गुण, दोषों को ध्यान में रखकर कार्य करते हैं ?	सदैव	अधिकतर	सामान्यतः	कभी-कभी	बिल्कुल नहीं	[ ]
	( )	( )	( )	( )	( )	
34. सत्य बोलने में आप अपने को किस स्थान पर पाते हैं ?	सदैव	अधिकतर	सामान्यतः	कभी-कभी	कभी नहीं	[ ]
	( )	( )	( )	( )	( )	
35. सार्वजनिक नियमों, जैसे सड़क, पार्क, रेलवे स्टेशन आदि सार्वजनिक स्थानों के नियमों का पालन करने में आप अपने को किस स्थान पर पाते हैं ?	सदैव	अधिकतर	सामान्यतः	कभी-कभी	कभी नहीं	[ ]
	( )	( )	( )	( )	( )	
36. क्या आप अपने सहयोगियों की अपेक्षा अधिक बुद्धिमान हैं ?	सदैव	अधिकतर	सामान्यतः	कभी-कभी	कभी नहीं	[ ]
	( )	( )	( )	( )	( )	
37. जब आपकी कक्षा के साथी किसी पिकनिक आदि पर जाते हैं तो क्या आप उसकी व्यवस्था में भाग लेते हैं ?	सदैव	अधिकतर	सामान्यतः	कभी-कभी	कभी नहीं	[ ]
	( )	( )	( )	( )	( )	
38. क्या आप अपनी पढ़ाई की कठिनाईयों तथा अन्य समस्याओं को स्वयं हल कर लेते हैं ?	सदैव	अधिकतर	सामान्यतः	कभी-कभी	कभी नहीं	[ ]
	( )	( )	( )	( )	( )	
39. आप किसी चित्र को बनाते या देखते समय उसकी कलात्मकता पर कितना ध्यान देते हैं ?	बहुत अधिक	अधिक	सामान्यतः	कुछ-कुछ	बिल्कुल नहीं	[ ]
	( )	( )	( )	( )	( )	



40. आप अपना कोई विशेष कार्य कर रहे हों और आपके मित्र आपसे घूमने चलने के लिए कहें तो आप क्या करेंगे ?

Obtained R. S.

उसी समय चल देंगे

कुछ विचार करने के बाद जायेंगे

आप चुप रहेंगे

कुछ विचार करने के बाद नहीं जायेंगे

उसी वक्त मना कर देंगे

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41. परीक्षा देते समय आप हो किसी प्रश्न का उत्तर नहीं आ रहा हो और उसी विषय की पुस्तक आपके पास रखी हो तो क्या आप पुस्तक की सहायता ले लेंगे ?

ऐसा कार्य कभी भी नहीं करेंगे

इच्छा होने पर भी साहस नहीं होता

सामान्यतः ऐसा नहीं करते

अवसर देखकर पुस्तक का प्रयोग कर लेंगे

शीघ्रताशीघ्र उस पुस्तक का प्रयोग कर लेंगे

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42. यदि आपको किसी तथाकथित नीची जाति वालों के घर पानी पीने का अवसर मिले तो आप क्या करेंगे ?

पानी अवश्य पी लेंगे

कुछ विचार करके पानी पी लेंगे

सफाई पर ध्यान देंगे

पानी पी लेंगे पर किसी को बतायेंगे नहीं

पानी नहीं पीयेंगे

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43. क्या आप विपरीत लिंग के व्यक्तियों से मिलने-जुलने में संकोच करते हैं ?

बिल्कुल संकोच नहीं करते

कभी-कभी संकोच करते हैं

सामान्यतः संकोच नहीं करते

अधिकतर संकोच होता है

सदैव संकोच करते हैं

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44. आपको बस की लाइन में खड़े हुए बहुत समय हो चुका हो और जब बस आई तो कुछ पैसेन्जर्स को लेकर कण्डक्टर आपका नम्बर आने पर आपको रोक देता है क्योंकि बस में जगह नहीं है ऐसी

परिस्थिति में आप क्या करेंगे

अगली बस की प्रतीक्षा करेंगे

बस कण्डक्टर से विनती करेंगे

भागकर बस पर चढ़ने का प्रयत्न करेंगे

आगे के पैसेन्जर्स को धक्का देकर बस पर चढ़ने का प्रयत्न करेंगे

शोरगुल करेंगे

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45. यदि आपको पतने किसी मित्र के दुःखित होने के बारे में पता लगे तो आप क्या करेंगे

मित्रता बिल्कुल तोड़ देंगे

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मित्रता कम कर देंगे

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मित्रता बनाए रखेंगे पर मित्र को समझाएँगे

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मित्रता पूर्ववत् ही बनाए रखेंगे

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मित्रता और प्रगाढ़ कर देंगे

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46. आपको चार कार्य करने हैं—(क) बीमार भाई को दिखाने के लिए डॉक्टर को बुलाना है; (ख) दूसरे दिन बाहर जाने के लिए तैयारी करनी है; (ग) उपन्यास पढ़ना है; तथा (घ) मित्र बाहर जा रहा है इसलिए उससे मिलने जाना है। इन चार कार्यों में से आपकी पहली पसन्द क्या होगी ?

बीमार भाई को दिखाने के लिए डॉक्टर को बुलायेंगे

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बाहर जाने की तैयारी करेंगे

( )

उपन्यास पढ़ेंगे

( )

मित्र से मिलने जायेंगे

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ऊपर के कोई भी कार्य नहीं करेंगे

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47. आपका मित्र आपको एक हजार रुपए रखने को देता है और जब आप उसको गिनते हैं तो उसमें एक

सौ रुपए अधिक निकलते हैं तो आप क्या करेंगे ?

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सौ रुपए उसी समय मित्र को वापस कर देंगे

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मित्र को उसी समय बता देंगे

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पसं वापिस करते समय 1100 रुपए वापस कर देंगे

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यदि मित्र को पता न चले तो जहाँ तक सम्भव हो एक सौ रुपए निकाल लेंगे

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100 रुपए अवश्य निकाल लेंगे

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48. क्या आप दूसरों की इच्छा को ध्यान में रखकर कार्य करना पसन्द करते हैं ?

सदा दूसरों की इच्छा को ध्यान में रखकर कार्य करते हैं

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अधिकतर दूसरों की इच्छा को ध्यान में रखकर कार्य करते हैं

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सामान्यतः दूसरों की इच्छा को ध्यान में रखकर कार्य करते हैं

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कभी-कभी दूसरों की पसन्द पर ध्यान नहीं देते हैं

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सदा अपनी इच्छानुसार कार्य करते हैं

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